

Grade Band 3-5



Lesson Plans

Humanities Lesson Plans_____	1
STEAM Lesson Plans _____	15
Math Lesson Plans _____	37
Counseling Lesson Plans _____	53
Art Lesson Plans _____	61
Music Lesson Plans _____	77
Physical Education/Health Lesson Plans_____	83



MISSION

To prepare Kansas students for lifelong success through rigorous, quality academic instruction, career training and character development according to each student's gifts and talents.

VISION

Kansas leads the world in the success of each student.

MOTTO

Kansans Can

SUCCESS DEFINED

A successful Kansas high school graduate has the

- Academic preparation,
- Cognitive preparation,
- Technical skills,
- Employability skills and
- Civic engagement

to be successful in postsecondary education, in the attainment of an industry recognized certification or in the workforce, without the need for remediation.

OUTCOMES

- Social-emotional growth measured locally
- Kindergarten readiness
- Individual Plan of Study focused on career interest
- High school graduation
- Postsecondary success

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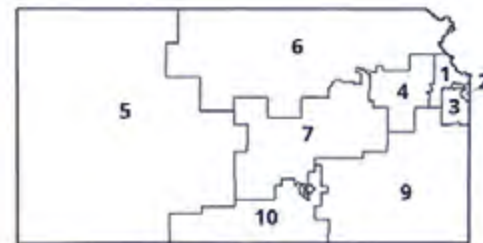


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Humanities Lesson Plans

PERSONALIZED LEARNING OR SMALL GROUP, COOPERATIVE

Instructional Example:

Examining Historical Events and Different Cultures Through Shared Literature

Competency Codes Addressed:

ELA: ELA.IM 1.3, ELA.IM 2.1, ELA.IM 2.2, ELA.IM 3.1, ELA.IM 3.2, ELA.IM 3.3, ELA.IM 3.5, ELA.IM 4.1, ELA.IM 4.2, ELA.IM 4.4, ELA.IM 4.5, ELA.IM 4.6, ELA.IM 4.7

HGSS: HGSS.IM 1.1, HGSS.IM 2.1, HGSS.IM 2.2, HGSS.IM 4.1, HGSS.IM 4.2

Elements of High-Quality Instruction

- Students read a grade appropriate literature selection about a historically significant event. A teacher may choose to connect with a class of students in another part of the country or world for a shared reading experience.
- Students explore the historical significance of events in the book as well as the impact on the families in the book's setting.
- Students compare and contrast other self-selected historical events.
- Students explore primary and secondary resources through research, and create their own first person account based upon their chosen historical event.

SECD Incorporation (SECD) (*Dispositions - Mindset and Soft Skills*)

- Empathy: Students put themselves in the shoes of others
- Social Awareness: Age appropriate understanding of racial or regional stereotypes, appreciation/respect for different cultures, identification of cause and effect in a historical context
- Communication and Interpersonal Skills: As students work in interest groups, lead book studies/discussions, and justify their reasoning
- Problem Solving

Elements of Cross-Curricular Collaboration

- Reading
- Social Studies
- SEL
- Library

Who might be your collaboration partners?

- Members of the community
- Librarian
- Tech Integration
- Specials teachers
- Counselor
- Partner Teachers

Workflow (*Milestones of Learning*)

- Identify details, infer and summarize
- Explore point of view and theme
- Recognize the difference between first person and second person accounts
- Examine how historical events affect story characters, and make connections to the present
- Explain how regional and geographical factors affect the everyday lives of people as they live through conflict, and transfer that understanding to other historical events such as the Trail of Tears as well as current day events

Showcase of Student Learning (*End Product*)

- Students create a project to teach others how a historical event has affected a group of citizens. Students choose their method of presentation (story, play, video, song, poem, technology project, etc.)
- Students create and share an original first person account or historical based narrative from their research of an event or region. This could be through writing, speaking or technology.
- Students conduct interviews and compile a collection of first person accounts from family or community members who have experienced a historically significant event.

Accommodation/Modification**Considerations** *(per KSDE guidance)*

As you plan your instructional frameworks for the various learning environments, consideration for students who will need access to instruction that will prepare them to meet, achieve, or exceed grade-level competencies should be a priority. To access and address gaps, deficiencies, and exceptions some students will require additional support through specially-designed instruction and/or tiered systems of support.

- Students who require enrichment may choose to ...
- Students who require additional support may choose an historical figure from a list of people and use preselected resources to complete outlines or forms to help them organize their research.

Progression toward Mastery

Refer to KSDE competency rubrics to monitor student progression toward mastery of each competency through multiple exposures. Level 3 is considered mastery of a competency. Rubrics show progression toward mastery with the levels of learning (1, 2, 3, 4)

Learning Environment Considerations**On-Site Learning Environment**

When on-site be intentional about teaching free online resources such as the State Library site as well as other technology tools available through your district

Hybrid Learning Environment*Home:*

Students complete initial read of texts. Teacher recording of read alouds/shared texts available to students as needed, students research other historical events and cultures, develop questions from their research, and work on components of their project with support from parents or peers via shared docs.

On-site:

Close reading via teacher and student led book discussions, direct instruction of map and globe skills, teacher guided discussion groups about significance of other historical events, teacher checkpoints with students on their projects.

Remote Learning Environment

Prerecorded mini lessons, collection of print and digital resources for students to explore at home, small group interactive technology sessions to help students structure their project steps, final projects are shared online.

INQUIRY LEARNING/PROJECT-BASED LEARNING (PBL)

Instructional Example:

Examining a Community Problem

Competency Codes Addressed:

Opinion and Informational Writing ELA: ELA.IM 1.1, ELA.IM 1.2, ELA.IM 2.1, ELA.IM 2.2, ELA.IM 3.2, ELA.IM 4.1, ELA.IM 4.3, ELA.IM 4.7

History, Government, Social Studies (HGSS): HGSS.IM 3.1, HGSS.IM 3.2

Elements of High-Quality Instruction

- Students are introduced to high quality children's literature in which kids make a difference in their communities.
- Students identify a problem in their school or community and design solutions to address the problems.
- Students engage in teacher led and student led discussions, read literature and informational texts, write and communicate.

SECD Incorporation (*Dispositions - Mindset and Soft Skills*)

- Students solicit the feedback from others and engage in active listening and effective communication
- Students examine the impact of helping others
- Citizenship, perseverance, examining different points of view.

Elements of Cross-Curricular Collaboration

- Reading
- Writing
- Research
- Communication
- Problem-solving
- Engineering design thinking
- Civic engagement

Who might be your collaboration partners?

- City council,
- Business leaders
- School administrators if problem identified is in school building
- Student council
- Librarians
- Teacher partners,
- Parents

Workflow (*Milestones of Learning*)

- Identify problems
- Brainstorm solutions
- Conduct interviews
- Research, conduct surveys
- Write (opinion and informational)/ design a method for modeling and communicating solutions
- Present to authentic audience
- Reflect

Showcase of Student Learning (*End Product*)

- Students present solutions to city council or other authentic group - in person, via interactive technology sessions, or by prerecorded video
- Students present solutions to a broader audience via newspaper or social media (letters to editor, newspaper submissions)
- Students use a technology tool to create a visual method to showcase their solutions (student voice and choice)

Accommodation/Modification

Considerations (*per KSDE guidance*)

As you plan your instructional frameworks for the various learning environments, consideration for students who will need access to instruction that will prepare them to meet, achieve or exceed grade-level competencies should be a priority. To access and address gaps, deficiencies and exceptionalities, some students will require additional support through specially designed instruction and/or tiered systems of support.

Progression toward Mastery

Refer to KSDE competency rubrics to monitor student progression toward mastery of each competency through multiple exposures. Level 3 is considered mastery of a competency. Rubrics show progression toward mastery with the levels of learning (1, 2, 3, 4).

Learning Environment Considerations

On-Site Learning Environment

- When on-site be intentional about teaching free online resources such as the State Library site as well as other technology tools available through your district.
- Invite community leaders into your classroom.

Hybrid Learning Environment

- Teacher explicitly teaches design thinking when students are on-site. Students practice the process under teacher guidance. Teacher guides inquiry based group discussions and helps students organize their ideas and next steps.
- Project components are developed at home with the teacher supporting students with research material, check points, and problem-solving.
- Students work collaboratively with peers when on-site or with their team and teacher together via interactive technology sessions.

Remote Learning Environment

Direct instruction via prerecorded or synchronous interactive technology sessions, small group brainstorming among learners in shared Google Doc, teacher consults with small groups via interactive technology to guide their design thinking.

Instructional Example:

Children's Business Fair

Competencies Codes Addressed:

ELA: ELA.IM 1.1, ELA.IM 1.2, ELA.IM 1.3, ELA.IM 2.1, ELA.IM 2.2, ELA.IM 3.1, ELA.IM 3.2, ELA.IM 3.3, ELA.IM 4.1, ELA.IM 4.3, ELA.IM 4.4, ELA.IM 5.1

HGSS: HGSS.IM 5.1, HGSS.IM 5.2

Elements of High-Quality Instruction

- Students are introduced to high quality children's literature where entrepreneurship is a theme.
- Students engage in discussions about the vocabulary and business concepts encountered in the text.
- Students can debate as they read about the different business strategies presented in the book and the pros and cons of each.
- Students create their own business after doing some 'market research' and participate in a Business Fair to showcase their business plan and product or service.

SECD Incorporation (*Dispositions - Mindset and Soft Skills*)

- Communication skills
- Responsible decision-making and problem-solving
- Interpersonal skills
- Social awareness

Elements of Cross-Curricular Collaboration

- Math
- Art
- Library
- Science

Who might be your collaboration partners?

- Community business leaders
- Art teacher with product design, marketing
- Librarian with researching business plans
- Science/engineering depending on the product being created

Workflow (*Milestones of Learning*)

- Reading, discussion, conduct market research (survey, interviews)
- Create a business plan and product or design a service based on the needs of their consumers.
- Present business at business fair
- Reflect

Showcase of Student Learning (*End Product*)

- Business plan, and example of product or service with supporting evidence of the need for this business presented at Business Fair or in an electronic presentation.

Accommodation/Modification

Considerations (*per KSDE guidance*)

As you plan your instructional frameworks for the various learning environments, consideration for students who will need access to instruction that will prepare them to meet, achieve, or exceed grade-level competencies should be a priority. To access and address gaps, deficiencies, and exceptions some students will require additional support through specially-designed instruction and/or tiered systems of support.

Progression Toward Mastery

Refer to KSDE competency rubrics to monitor student progression toward mastery of each competency through multiple exposures. Level 3 is considered mastery of a competency. Rubrics show progression toward mastery with the levels of learning (1, 2, 3, 4).

Learning Environment Considerations

On-Site Learning Environment

- When on-site be intentional about teaching free online resources such as the State Library site as well as other technology tools available through your district.
- Invite local entrepreneurs, business owners and experts in the field to your classroom.

Hybrid Learning Environment

- Students read sections of text either at home or on-site depending on materials.
- Teacher explicitly teaches vocabulary when students are on-site. Teacher guides inquiry based group discussions and helps students organize their ideas and next steps. Students engage in discussions both on-site and at home through an interactive medium.
- Project components are developed at home with the teacher supporting students with research material, check points and problem-solving.
- Students work collaboratively with peers when on-site or with their team and teacher together via interactive technology sessions.
- Invite local entrepreneurs, business owners and experts in the field to your classroom.

Remote Learning Environment

- Students read sections of text at home.
- Teacher explicitly teaches vocabulary and guides inquiry based group discussions and helps students organize their ideas and next steps through either prerecorded lessons or synchronous interactive technology sessions.
- Students engage in discussions with others at home through an interactive medium.
- Students work collaboratively with their team and teacher together via interactive technology sessions
- Student project will be a video showing their business plan and product that will be posted to a school site for parents and other members of the school and community to view.
- Invite local entrepreneurs, business owners and experts in the field to your classroom.

Instructional Example:

Debate and Advocacy

Competency Codes Addressed:

ELA: ELA.IM 1.1, ELA.IM 1.2, ELA.IM 1.3, ELA.IM 2.1, ELA.IM 2.2, ELA.IM 4.2, ELA.IM 4.3, ELA.IM 4.5, ELA.IM 4.6, ELA.IM 4.7

HGSS: HGSS.IM 1.1, HGSS.IM 1.2, HGSS.IM 2.1, HGSS.IM 2.2

Elements of High-Quality Instruction

- Students explore events before, during and after the American Revolution or other historical event.
- Groups of students choose an event from that time period to research in depth, explore multiple perspectives and then hold a debate about that event from the perspective of the Patriots or the Loyalists (as an example).
- Students transfer their knowledge of how to debate a topic to a current debatable issue of their choosing, following the same format of researching that topic in groups and then holding a debate over their gathered reasons and evidence.
- Students write a letter or find another avenue (social media, interview, video) to show their advocacy for the issue they debated.

SECD Incorporation (*Dispositions - Mindset and Soft Skills*)

- Students demonstrate respectful communication skills and active listening.
- Students describe how words, voice tone/volume, and body language affect communication.
- Responsible decision-making.
- Conflict resolution.
- Problem-solving/critical thinking.
- Self-management.
- Interpersonal Skills.
- Social awareness.

Elements of Cross-Curricular Collaboration

- Science
- Math
- Research

Who might be your collaboration partners?

- Community members
- Parents
- Librarian

Workflow (*Milestones of Learning*)

- Read and discuss events leading up to, during and after the American Revolution.
- Direct Instruction over the debate process, determining reasons, gathering evidence to support reasons.
- Determining the main idea and details is a sub-lesson of this concept.
- Use the debate framework to research one event during that time.
- Hold a debate with group members researching the same event.
- Choose a current debatable issue to research and then hold a debate.

- Use gained knowledge to advocate for their position on the current issue in their chosen format.

Showcase of Student Learning (*End Product*)

- Final debate and evidence of advocacy (letter, social media, interview, video).

Accommodation/Modification

Considerations (*per KSDE guidance*)

As you plan your instructional frameworks for the various learning environments, consideration for students who will need access to instruction that will prepare them to meet, achieve or exceed grade-level competencies should be a priority. To access and address gaps, deficiencies and exceptionalities, some students will require additional support through specially designed instruction and/or tiered systems of support.

Progression toward Mastery

Refer to KSDE competency rubrics to monitor student progression toward mastery of each competency through multiple exposures. Level 3 is considered mastery of a competency. Rubrics show progression toward mastery with the levels of learning (1, 2, 3, 4)

Learning Environment Considerations

On-Site Learning Environment

- When on-site be intentional about teaching free online resources such as the State Library site as well as other technology tools available through your district.

Hybrid Learning Environment

- Students read text either at home or on-site depending on materials.
- Teacher explicitly teaches vocabulary when students are on-site. Teacher models a debate and also has it recorded to use for students to refer to whether they are at home or at school.
- Students work collaboratively with peers when on-site or with their team and teacher together via interactive technology sessions.
- Students hold their debates on-site or through synchronous interactive technology sessions.
- Project components are developed at home with the teacher supporting students with research material, check points, and problem solving.

Remote Learning Environment

- Teacher provides students with texts to read at home.
- Teacher explicitly teaches vocabulary, models a debate and has it recorded to use for students to refer to.
- Students work collaboratively with peers and teacher together via interactive technology sessions
- Students hold their debates through synchronous interactive technology meetings.
- Project components are developed at home with the teacher supporting students with research material, check points, and problem solving

Instructional Example:

Rights and Responsibilities

Instructing Students to Have Civil Conversations While Learning About Government, History, and Law

Competency Codes Addressed:

ELA: ELA.IM 1.2, ELA.IM 2.1, ELA.IM 2.2, ELA.IM 4.2, ELA.IM 4.3, ELA.IM 4.5, ELA.IM 5.1
HGSS: [HGSS.IM 3.1](#), [HGSS.IM 3.2](#)

Elements of High-Quality Instruction

Driving/Essential Question: How can students apply the knowledge they have about our government, community and school to engage in civil conversations and advocate their role as a citizen/community member?

SECD Incorporation (*Dispositions - Mindset and Soft Skills*)

- Decision-making
- Self-awareness
- Problem-solving
- Self-management

Elements of Cross-Curricular Collaboration

- ELA
- Writing
- HGSS

Who might be your collaboration partners?

- Grade level partner
- Vertical teams
- Specialists (Title/Instructional Coach)
- Community and business partners
- Librarian

Workflow (*Milestones of Learning*)

- Teacher preassesses students
- Teacher explicitly teaches vocabulary

Showcase of Student Learning (*End Product*)

- Students drive what learning opportunities they need as well as tools to acquire to successfully showcase their learning. (visiting local service agencies, watching elections, being present at a local school board meeting, making phone calls, researching past campaigns)
- Teacher facilitates
- Students work collaboratively with peers with checkpoints to see if they must pivot their learning .
- Teacher checks for learning and understanding to see if she needs to intervene at several points.
- Students explore a local cause, service or election (voice and choice, pace, place and path).
- Teacher assesses based on the showcase of student learning (students are only assessed individually).
- Students gain knowledge of the democratic process and apply the knowledge to their own school, or classroom to organize a mock election or mock city council meeting and/or develop a student government within their classroom
- Study the different local public and human service agencies you have in your community and visit them.
- Students design and organize a fundraiser or an awareness campaign for their charity or agency.

Accommodation/Modification

Considerations (per KSDE guidance)

As you plan your instructional frameworks for the various learning environments, consideration for students who will need access to instruction that will prepare them to meet, achieve, or exceed grade-level competencies should be a priority. To access and address gaps, deficiencies, and exceptions some students will require additional support through specially-designed instruction and/or tiered systems of support.

Progression toward Mastery

Refer to KSDE competency rubrics to monitor student progression toward mastery of each competency through multiple exposures. Level 3 is considered mastery of a competency. Rubrics show progression toward mastery with the levels of learning (1, 2, 3, 4)

Learning Environment Considerations

On-Site Learning Environment

When on-site be intentional about teaching free online resources such as the State Library site as well as other technology tools available through your district.

Hybrid Learning Environment

- Students read text either at home or on-site depending on materials.
- Teacher explicitly teaches vocabulary when students are on-site or has it recorded to use for students to refer to whether they are at home or at school.

- Students work collaboratively with peers when on-site or with their team and teacher together via interactive technology sessions.
- Students hold their mock election, fundraiser or awareness campaign on-site or through synchronous interactive technology sessions.
- Project components are developed at home with the teacher supporting students with research material, check points and problem-solving.

Remote Learning Environment

- Students can virtually tour the local agencies to gain knowledge and still organize a virtual fundraiser.
- Students can virtually watch all the elections/debates current and past ones. They could hold virtual elections using a variety of technology methods and platforms.

FLIPPED/BLENDED LEARNING

Instructional Example:

Choices of Consequences

Examining leaders in history and the consequences of their actions.

Competency Codes Addressed:

ELA: ELA.IM 1.1, ELA.IM 1.2, ELA.IM 2.1, ELA.IM 2.2, ELA.IM 4.3, ELA.IM 4.4, ELA.IM 4.6, ELA.IM 4.7, ELA.IM 5.1

HGSS: HGSS.IM 1.1, HGSS.IM 1.2, HGSS.IM 2.1, HGSS.IM 2.2

Elements of High-Quality Instruction

- Driving Question: Which leader in history do I think is the strongest?
- Students research leaders from events in history to discover who they believe made the most impactful choices with the fewest consequences.
- Students write an opinion paper on this chosen leader and include evidence to defend their conclusions.
- Students orally report their findings in a speech to an audience.

SECD Incorporation (*Dispositions - Mindset and Soft Skills*)

- Decision-making
- Self-awareness
- Problem-solving
- Self-management

Elements of Cross-Curricular Collaboration

- ELA
- Writing
- HGSS

Who might be your collaboration partners?

- Grade level partner
- Vertical teams
- Specialists
- HGSS teachers from Middle and High School
- Community and business partners
- Librarians

Workflow (*Milestones of Learning*)

- Teacher preassesses students on their thoughts on the essential question as well as essential vocabulary.
- Students gain information on leaders, events, fact and opinion, choices, and consequences (using technologies and experiences available in your district and community).
- Teacher checks for understanding.
- Students write their speeches. Speeches need to include:
 - The distinctions in regards to their leader and the events they were responsible for.
 - The choices their leader made as well as consequences that derived from those

decisions).

- Students may work in collaborative groups if they choose
- Teacher is available as facilitator
- Students drive project and have a say in voice and choice and pace, place, and path
- Teacher sets checkpoints.
- Students determine how to showcase their learning (voice, time, props, visuals).
- Class data can be collected and analyzed to determine class popularity of a particular leader.
- Teacher assesses learning based on showcase of learning (from the individual only-not as a group).

Showcase of Student Learning (*End Product*)

- Two students debate their opinions after giving their speeches while the class asks probing questions. Data can be collected pre-/post-debate to see if the debate changed the class data.
- Students can be creative in ways to gain support on their "opinion" to try and change opinions of others to change the class data.

Accommodation/Modification

Considerations *(per KSDE guidance)*

As you plan your instructional frameworks for the various learning environments, consideration for students who will need access to instruction that will prepare them to meet, achieve or exceed grade-level competencies should be a priority. To access and address gaps, deficiencies and exceptionalities, some students will require additional support through specially designed instruction and/or tiered systems of support.

Progression toward Mastery

Refer to KSDE competency rubrics to monitor student progression toward mastery of each competency through multiple exposures. Level 3 is considered mastery of a competency. Rubrics show progression toward mastery with the levels of learning (1, 2, 3, 4)

Learning Environment Considerations

On-Site Learning Environment

- Teachers should pre-teach any platforms that you would want students to know and be able to use if and when remote learning were to take place.
- When on-site be intentional about teaching free online resources such as the State Library site as well as other technology tools available through your district.

Hybrid Learning Environment

- Students read text either at home or on-site depending on materials.
- Teacher explicitly teaches vocabulary when students are on-site or has it recorded to use for students to refer to whether they are at home or at school.
- Students work collaboratively with peers when on-site or with their team and teacher together via interactive technology sessions.
- Students hold their speeches and debates through synchronous interactive technology sessions.
- Project components are developed at home with the teacher supporting students with research material, check points, and problem solving.

Remote Learning Environment

Students need access to the internet. Follow the same plan as Hybrid learning.

PERSONALIZED LEARNING

Instructional Example:

Poetry and Prose

Poetry, Poetry Poetry

Competency Codes Addressed:

ELA: ELA.IM 3.4, ELA.IM 4.4, ELA.IM 5.1

**possible PE, Music, Art*

Elements of High-Quality Instruction

- Students engage in a 'Poetry Book Tasting,' where they interact with a variety of types of poetry (haiku, free verse, narrative poetry etc.) and create their own 'to read' lists.
- Students discover, through the whole class read alouds, different types of poetry and characteristics of each which can be posted on anchor charts in the room.
- Students engage in discussions with their peers in partners or small groups about the types of poetry they are reading using the common vocabulary.
- Students choose a piece of poetry (or an original poem they write themselves) to memorize and/or and present during a Poetry Slam presentation.
- Students include a visual and incorporate movement and/or music that fits with the piece of poetry being presented.

SECD Incorporation (*Dispositions - Mindset and Soft Skills*)

- Communication Skills
- Self-awareness
- Self-management
- Interpersonal Skills

Elements of Cross-Curricular Collaboration

- Reading
- PE
- Music
- Art
- Library

Who might be your collaboration partners?

- Librarians
- PE Teachers
- Music Teachers,
- Art teachers
- Parents

Workflow (*Milestones of Learning*)

Poetry Tasting (could be done in the library), create a 'to read' list, poetry discussion with partners or in small groups, one poetry piece selected to memorize or write themselves, create visual, music and or movement to accompany the presentation.

Showcase of Student Learning (*End Product*)

Poetry Slam presentation. The presentation will incorporate movement, music and a visual as well as the student presenting their memorized piece of poetry.

Accommodation/Modification

Considerations (*per KSDE guidance*)

As you plan your instructional frameworks for the various learning environments, consideration for students who will need access to instruction that will prepare them to meet, achieve or exceed grade-level competencies should be a priority. To access and address gaps, deficiencies and exceptionalities, some students will require additional support through specially designed instruction and/or tiered systems of support.

Progression Toward Mastery

Refer to KSDE competency rubrics to monitor student progression toward mastery of each competency through multiple exposures. Level 3 is considered mastery of a competency. Rubrics show progression toward mastery with the levels of learning (1, 2, 3, 4).

Learning Environment Considerations

On-Site Learning Environment Considerations

When on-site be intentional about teaching free online resources such as the State Library site as well as other technology tools available through your district.

Hybrid Learning Environment Considerations

On-site:

Book Tasting, students create 'to read' lists and gather books to read. Teacher shares read alouds and provides direct instruction of characteristics of types of poetry, which will be recorded and posted for students at home to view. Students will work with their partners or groups in person or through interactive technology sessions to discuss what they are reading. Teacher supports students with research material, check points, and problem solving on project for Poetry Slam.

Home:

Students read poetry from their lists. Students view videos of read alouds and instruction of poetry characteristics. Students will work with their partners or groups through interactive technology sessions to discuss what they are reading. Project components are developed at home with the teacher supporting students with research material, check points, and problem solving.

Remote Learning Environment Considerations

Prerecorded mini lessons, collection of print and digital resources for students to explore at home, small group interactive technology sessions to discuss their reading. Teachers help students structure their project steps, final projects are shared online.

STEAM Lesson Plans

CO-TEACHING, INQUIRY-BASED LEARNING, COOPERATIVE LEARNING

Instructional Example:

Student create an informational product or digital presentation of their choice about the structure and properties of matter.

Competencies Addressed:

Science: SCI.PS.IM 2.1

Math: MATH.IM 4.2

ELA: ELA.IM 4.3, ELA.IM 4.6, ELA.IM 2.1, ELA.IM 2.2

Elements of High-Quality Instruction

- Plans using the competency scale.
- Individual Student Goal Setting using Competency Scale. In a blended model style, teachers use easy video tools to offer explicit directions that students could use to review goals and directions.
- Offers ongoing feedback as students are creating their item
- End Product is Student Choice
- Scaffolded Activities
- Pose purposeful questions
- Active student engagement and collaboration
- Collaborative Group Supporting Each Other

SECD Incorporation (*Dispositions - Mindset and Soft Skills*)

- Self-reflection
- Resilience and perseverance
- Good citizenship and social responsibilities
- Communication
- Student Voice and Choice in Place, Pace, and Path
- Time Management

Elements of Cross-Curricular Collaboration

- ELA > Reading informational text, writing
- Math > making and reading temperature graphs, tables.
- Math > Reading a thermometer.

Who might be your collaboration partners?

- Cohort/House Leaders/Parents/Care-Takers/etc.
- Science Teacher working with Math Teacher
- Librarian
- Special Education Teacher
- ELL Teacher
- Paras
- Parents

Workflow (*Milestones of Learning*)

- Student Goal setting using competency
- Explore a Choice board to work through learning stations
- Application is kept in science notebook
- Assessment is a summative paragraph explaining concepts learned

Showcase of Student Learning (*End Product*)

- Informational product explaining matter (Structure of matter, properties and how matter changes).
- Digital Tool Examples: Slides, PowerPoint, Adobe Spark, Keynote, \$BookCreator, Flipgrid
- Style Options:: eBook, Comic, Play, Newscast, Infographic, poster
- Combination: Flipgrid screen recording to explain their presentation

Accommodation/Modification

Considerations (*per KSDE guidance*)

As you plan your instructional frameworks for the various learning environments, consideration for students who will need access to instruction that will prepare them to meet, achieve or exceed grade-level competencies should be a priority. To access and address gaps, deficiencies and exceptionalities, some students will require additional support through specially designed instruction and/or tiered systems of support.

Progression Toward Mastery

Refer to KSDE competency rubrics to monitor student progression toward mastery of each competency through multiple exposures. Level 3 is considered mastery of a competency. Rubrics show progression toward mastery with the levels of learning (1, 2, 3, 4)

Learning Environment Considerations**On-Site Learning Environment**

- Cohorts have the same materials for learning labs.
- Technology access.
- Collaboration with peer teachers.
- Flexibility with interruptions and technology issues.
- Sharing resources with fellow students.
- Share final product with families, school, and community through communication tools already established,
- Reflection time.

Hybrid Learning Environment

- Be sure that remote and school learning labs have the same materials.
- Remote learning labs should have materials easily found.

Home/Digital:

- Online sessions to go over procedures for learning labs.
- Caregivers should be informed of learning labs.
- Ongoing feedback
- Share final products with families, school, and community through communication tools already established

Remote Learning Environment*Instructional Consideration:*

- Mini-lessons (prerecorded videos or synchronous learning utilizing a video conferencing tool of district choice .

Student Practice:

- Learning labs use materials easily found
- Parents or Caregivers should be informed of the learning lab.
- Share final products with families, school, and community through communication tools already established
- On-going students check in for progress.

(2-3) Resources:

Carrie Boyden's Profile: Memorial

[Intermediate: Curriculum](#)

https://betterlesson.com/browse/master-teacher/468443/67037/168760/carrie-boyden?from=breadcrumb_lesson

Does Matter Really Matter?

<https://wonderopolis.org/wonder/does-matter-really-matter>

INQUIRY-BASED LEARNING

Instructional Example:

Force and Interactions

Students determine forces that could potentially impact a structure, an object, or a person. Using these things, students should explain in a presentation how to build buildings to resist these forces. This presentation should include information about electric and magnetic force.

Competency Codes Addressed:

Science: SCI.PS.IM 2.3

Elements of High-Quality Instruction

- Use the competency scale to plan, student goal set and reflect.
- Use different modalities and scaffolded activities to connect concepts for learners such as explicit vocabulary teaching, video tools for reteaching, tech accessibility tools for writing and reading
- Offers ongoing feedback as students are creating their item
- Student-led with ongoing feedback based on student work
- Utilize collaborative partners

SECD Incorporation (*Dispositions - Mindset and Soft Skills*)

- Collaboration with other students.
- Self-reflection
- Resilience and perseverance.
- Good citizenship and social responsibilities.
- Communication, multiple perspectives.
- Student voice and choice in place, pace, and path.
- Allow students opportunities to express their ways of thinking and problem solving.

- Promoting and encouraging students to keep an open mindset.

Elements of Cross-Curricular Collaboration

- Science and ELA > Writing Process
- Science and Technology
- Science and Art > Designing

Who might be your collaboration partners?

- Cohort/house leaders/parents/care-takers/ etc.
- Engineers
- Home builders
- Scientist
- Science teacher working with ela teacher
- Librarian for research
- Special education teacher
- ELL teacher
- Paras

Workflow (*Milestones of Learning*)

- Have individuals work through the Hyperdoc in resources.
- Allow ample time for research and project development. Guide students by offering a variety of tools for the final product whether it be digital or analog.
- Individuals will compile all information and put it in a presentation format of their choice to share.

Showcase of Student Learning (*End Product*)

- Digital Tools: Slides, PowerPoint, Adobe Spark, Keynote, \$BookCreator, Flipgri, Seesaw
- Publish and Share on school and district social media tools, share on a restricted YouTube channel
- End Product: A presentation style of the student's choice explaining how to build buildings to resist these forces; including information about electric and magnetic force.

Accommodation/Modification

Considerations (*per KSDE guidance*)

As you plan your instructional frameworks for the various learning environments, consideration for students who will need access to instruction that will prepare them to meet, achieve or exceed grade-level competencies should be a priority. To access and address gaps, deficiencies and exceptionalities, some students will require additional support through specially designed instruction and/or tiered systems of support.

Progression Toward Mastery

Level 3 is considered mastery of a competency. scale shows progression toward mastery with the levels of learning (1, 2, 3, 4) Refer to KSDE competency scale to monitor student progression toward mastery of each competency.

Learning Environment Considerations

On-Site Learning Environment

Technology Access, Collaboration with Educational Peers, Flexibility with interruptions and technology issues, sharing resources with fellow students, share final products with families, school, and community through communication tools already established, reflection time

Hybrid Learning Environment

In-class:

- Teach research skills, check-ins to assess progress, instruct how to structure projects. Work on final product

Home/Digital:

- Online sessions to apply data to predictions.
- an extension of collaboration time to discuss data, brainstorm tips
- Breakout rooms in digital video tools to collaborate
- Use tools that allow collaboration to work on the product.
- Ongoing feedback digitally and sessions throughout process.
- Share final products with families, school, and community through communication tools already established.

Remote Learning Environment

Instructional Consideration:

- Mini-lessons (prerecorded videos or Zoom/Google Hangout lessons).

Student Practice:

- Handouts/resources are digital (such as Google Docs).
- Provide guidance for parental editing and project suggestions
- Share final products with families, school, and community through communication tools already established
- On-going students check in for progress during scheduled times

(2-3) Resources:

Insights about building Hoover Dam

<https://www.pbslearningmedia.org/resource/phy03.sci.phys.mfw.bbhooverdam/hover-dam/>

National Science Teaching Association
(Textbooks, Additional Online Resources, Manipulatives, etc.)

<https://ngss.nsta.org/DisplayStandard.aspx?view=topic&id=11>

BLENDED LEARNING, INQUIRY LEARNING, COOPERATIVE LEARNING GROUPS, OUTDOOR LEARNING

Instructional Example:

Structure and Function

How does a plant or animals internal and external structures help it survive?

1. Select a specific plant or animal to investigate.
2. Explain internal and external structures it has, how they use them and construct an argument on why they are important.
3. Students create a model to describe how the animal or plant receives information, how the information is processed, and how they respond to the information.

How does the eye process light so that we can see?

- Student will create a model eye in order to demonstrate their understanding of how the eye works

Competency Codes Addressed:

Science: SCI.LS.IM 3.1

Math: MATH.IM.5.1

ELA: ELA.IM 1.1

Elements of High-Quality Instruction

- Use the competency scale to plan, student goal set and reflect.
- Use different modalities and scaffolded activities to connect concepts for learners such as explicit vocabulary teaching, video tools for reteaching, tech accessibility tools for writing and reading.
- Offers ongoing feedback as students are creating their item.
- Student-led with ongoing feedback based

on student work.

- Utilize collaborative partners.

SECD Incorporation (*Dispositions - Mindset and Soft Skills*)

- Cohort/house leaders/parents/care-takers/ etc.
- Collaboration with other students.
- Self-reflection
- Resilience and perseverance.
- Good citizenship and social responsibilities
- Communication, multiple perspectives, student voice and choice in place, pace, and path.

Elements of Cross-Curricular Collaboration

- Science and Math > Geometry (4.G.A.1)
- Science and ELA > Writing Process
- Science and Technology
- Science and Art > Designing, Rainbows
- Science and Music > Sound

Who might be your collaboration partners?

- Science teacher working with math teacher
- Cohort / house leaders
- Librarian
- Special education teacher
- ELL Teacher
- Paras
- Art and Music Teachers
- Ophthalmologist guest speaker or field trip
- Zoologist guest speakers or field trip

Workflow (*Milestones of Learning*)

- Student goal setting using competency scale.
- Have individuals or as a group work through the Hyperdoc in Resources.
- Allow ample time for research and project development. Guide students by offering a variety of tools for the final product whether it be digital or analog.
- Make sure the student or group is using their time wisely and accomplishing one objective at a time.
- Individuals or groups will compile all information and put it in a presentation format of their choice to share.
- Re-evaluate goal setting from start of activity

Showcase of Student Learning (*End Product*)

- Digital Tools: Slides, PowerPoint, Adobe Spark, Keynote, \$BookCreator, Flipgrid
- Style: eBook, Comic, Play, Newscast, Infographic, poster
- Combination: Flipgrid screen recording to explain their presentation
- Analog: Play, Demonstration, Live-Broadcast, Infographic, poster, one-pager
- Publish and Share

Accommodation/Modification

Considerations (*per KSDE guidance*)

As you plan your instructional frameworks for the various learning environments, consideration for students who will need access to instruction that will prepare them to meet, achieve or exceed grade-

level competencies should be a priority. To access and address gaps, deficiencies and exceptionalities, some students will require additional support through specially designed instruction and/or tiered systems of support.

Progression Toward Mastery

Level 3 is considered mastery of a competency. scale shows progression toward mastery with the levels of learning (1, 2, 3, 4) Refer to KSDE competency scale to monitor student progression toward mastery of each competency.

Learning Environment Considerations

On-Site Learning Environment

Technology Access, Collaboration with Educational Peers, Flexibility with interruptions and technology issues, sharing resources with fellow students, share final products with families, school, and community through communication tools already established, reflection time

Hybrid Learning Environment

In-class

- Teach research skills, check-ins to assess progress, instruct how to structure projects. Work on final product

Home/Digital

- Online sessions to apply data to predictions, an extension of collaboration time to discuss data, brainstorm tips Breakout rooms in digital video tools to collaborate
- Use tools that allow collaboration to work on the product
- Ongoing feedback digitally and sessions throughout process
- Share final products with families, school, and community through communication tools already established

Remote Learning Environment

Instructional Consideration:

Mini-lessons (prerecorded videos or Zoom/ Google Hangout lessons).

Student Practice:

- Handouts/resources are digital (such as Google Docs).
- Provide guidance for parental editing and project suggestions
- Share final products with families, school, and community through communication tools already established
- On-going students check in for progress. This can be done through office hours and/ or ___ dates.

(2-3) Resources:

4-LS1-1: Internal and External Structures
<https://thewonderofscience.com/4ls11>

National Science Teaching Association
(Textbooks, Additional Online Resources, Manipulatives, etc.)
<https://ngss.nsta.org/DisplayStandard.aspx?view=topic&id=11>

PBL UTILIZING BLENDED LEARNING, INQUIRY LEARNING, PERSONALIZED LEARNING, CO-TEACHING, COOPERATIVE LEARNING GROUPS

Instructional Example:

Some animals form groups to help members survive their environment.

Competencies Addressed:

Science: SCI.LS.IM 3.3

Elements of High-Quality Instruction

- Use the competency scale to plan, student goal set and reflect.
- Use different modalities and scaffolded activities to connect concepts for learners such as explicit vocabulary teaching, video tools for reteaching, tech accessibility tools for writing and reading.
- Offers ongoing feedback as students are creating their item.
- Student-led with ongoing feedback based on student work.
- Utilize collaborative partners.

SECD Incorporation (*Dispositions - Mindset and Soft Skills*)

- Collaboration with other students
- Self-reflection.
- Resilience and perseverance
- Good citizenship and social responsibilities.
- Communication, multiple perspectives, student voice and choice in place, pace, and path.
- Time Management
- Additional support from trained support staff
 - Science > Writing, Analyzing

- Science > Technology

Who might be your collaboration partners?

- Cohort/house leaders/parents/care-takers/ etc.
- Teachers: science, librarian, SPED, ELL, technology.
- Other: video field trip with expert in animals or fossils.

Workflow (*Milestones of Learning*)

- Student goal setting using competency scale.
- Explicit directions
- Exploration of materials either hyperdoc or multimedia text set to spark inquiry.
- Brainstorm ideas
- Plan product
- Create
- Reflect on work and goal setting from beginning of activity.

Showcase of Student Learning (*End Product*)

- Digital Tools: Slides, PowerPoint, Adobe Spark, Keynote, \$BookCreator, Flipgrid
- Style: eBook, Comic, Play, Newscast, Infographic, poster.
- Combination: Flipgrid screen recording to explain their presentation.
- Analog: play, demonstration, live-broadcast, infographic, poster, one-pager.
- Flowchart, diagram.
- Publish and share on school newsletter, district social media tools, and other.

Accommodation/Modification

Considerations (*per KSDE guidance*)

As you plan your instructional frameworks for the various learning environments, consideration for students who will need access to instruction that will prepare them to meet, achieve or exceed grade-level competencies should be a priority. To access and address gaps, deficiencies and exceptionalities, some students will require additional support through specially designed instruction and/or tiered systems of support.

Progression Toward Mastery

Level 3 is considered mastery of a competency. scale shows progression toward mastery with the levels of learning (1, 2, 3, 4). Refer to KSDE competency scale to monitor student progression toward mastery of each competency.

Learning Environment Considerations

On-Site Learning Environment

- Make sure all cohorts have the same Mastery Level Skill goal
- Allow all cohorts the same access to materials and technology
- Use different cohorts based on activities

Hybrid Learning Environment

- Exploration and Inquiry Activities remotely
- Be mindful that remote work is not application time or repetitive practice only.
- With video, video conferencing tools, and other collaborative tools, that time can be more than that.

Remote Learning Environment

- Use creation tools that can be moderated and offer feedback throughout the process
- Have stop and check in points throughout the process.

(2-3) Resources:

Animal Groups

Animal Grouping - Benefits and Disadvantages

https://betterlesson.com/lesson/632399/animal-groups-benefits-and-disadvantages?from=cc_lesson

- Animal Traits and Adaptations Gameboard MMT

https://docs.google.com/document/d/1PDmsejowndnZSBpfU7OAllwGknqlckjIZC2Ew5_yHp4/edit

Fossils

- Multimedia Text Set to Explore Fossils

<https://docs.google.com/document/d/1Ggl6dZNDxFtm0eZEdY9OYVN92UDG216U6thKBT7B3Pg/edit>

- Fun with Fossils

https://kpts.pbslearningmedia.org/resource/ess05.sci.ess.earthsys.lp_funfossils/fun-with-fossils/

Instructional Example:

Weather and Climate

Create a Weather-Tip book or infographic for different weather patterns to help communities be prepared for what could happen.

Construct community structures that can withstand that area's weather.

Competencies Addressed:

Science: SCI.ESS.IM 4.3

Math: MATH.IM 4.2

Engineering Design Competencies: Workflow 2

Science: SCI.IM 1.1

Elements of High-Quality Instruction

- Use the competency scale to plan, student goal set and reflect.
- Use different modalities and scaffolded activities to connect concepts for learners such as explicit vocabulary teaching, video tools for reteaching, tech accessibility tools for writing and reading.
- Offers ongoing feedback as students are creating their item.
- Student-led with ongoing feedback based on student work.
- Utilize collaborative partners.

SECD Incorporation (*Dispositions - Mindset and Soft Skills*)

- Self-reflection
- Resilience and perseverance
- Good citizenship and social responsibilities
- Communication, Multiple Perspectives
- Service Learning
- Student Voice and Choice in Place, Pace, and Path

Elements of Cross-Curricular Collaboration

- Science and Math > Analyzing Data
- Science and ELA > Writing Process

Who might be your collaboration partners?

- Meteorologist connect with video conferencing.
- Science teacher working with math teacher.
- Cohort/house leaders/parents/care-takers/ etc.
- Librarian
- Special education teacher
- ELL Teacher
- Paras
- Art and Music Teachers

Workflow (*Milestones of Learning*)

Part 1

- Student goal setting using competency scale.
- Driving question how does weather impact people's lives and how does that affect their everyday living?
- Explicit directions
- Material exploration (an example such as a hyperdock, playlist, videos, books, or a multimedia text set.
- Video conference with meteorologist if possible.
- Apply knowledge to graphic organizer
- Video conference with meteorologist if possible (this should be done after students have explored data and impacting weather reports).
- Brainstorm presentation ideas.
- Plan product
- Create presentation
- Reflect with summative tool of choice

- Reevaluate goals from beginning

Part 2

- Student goal setting using competency scale
- Driving Question:
 - How does weather impact people's lives and how does that affect their everyday living?
 - How does it impact communities?
- Explicit directions
- Material Exploration (an example such as a hyperdock, playlist, videos, books, or a multimedia text set.
- Video conference with meteorologist if possible.
- Apply knowledge to graphic organizer.
- Video conference with an architect (who designs for weather impact you're exploring). This should be done AFTER student have explored data and impacting weather reports.
- Brainstorm structure ideas.
- Build a community or individually just allow choice would be up to the group.
- Plan product
- Create presentation
- Reflect with summative tool of choice.
- Reevaluate goals from beginning.

Individual Goal Setting > Explicit directions > exploration of materials either hyperdoc or multimedia text set > brainstorm ideas > plan product > create > reflect

Showcase of Student Learning *(End Product)*

Part 1

- Digital tool presentation examples: Slides, PowerPoint, Adobe Spark, Keynote, \$BookCreator, Flipgrid.
- Style examples: eBook, Comic, Play, Newscast, Infographic, poster
- Combination: Flipgrid screen recording to explain their presentation
- Analog: play, demonstration live-broadcast, infographic, poster, one-pager.
- Publish and Share on platform of choice.

Part 2

- Using design process, the students would have a product to test weather

Accommodation/Modification Considerations *(per KSDE guidance)*

As you plan your instructional frameworks for the various learning environments, consideration for students who will need access to instruction that will prepare them to meet, achieve, or exceed grade-level competencies should be a priority. To access and address gaps, deficiencies, and exceptions some students will require additional support through specially-designed instruction and/or tiered systems of support.

Progression Toward Mastery

Refer to KSDE competency scale to monitor student progression toward mastery of each competency through multiple exposures. Level 3 is considered mastery of a competency. Scales show progression toward mastery with the levels of learning (1, 2, 3, 4).

Learning Environment Considerations

On-Site Learning Environment

- Technology access.
- Collaboration with Educational Peers.
- Flexibility with interruptions and technology issues.
- Sharing resources with fellow students.
- Share final products with families.
- School, and community through communication tools already established.
- Reflection time on learning and student goal reevaluation.

Hybrid Learning Environment

In-class

- Teach research skills, check-ins to assess progress, instruct how to structure projects. Work on final product

Home/Digital

- Online sessions to apply data to predictions, an extension of collaboration time to discuss data, brainstorm tips
- Breakout rooms in digital video tools to collaborate
- Use tools that allow collaboration to work on the product
- Ongoing feedback digitally and sessions throughout process
- Share final products with families, school, and community through communication tools already established
- Reflection time on learning and student goal reevaluation

Remote Learning Environment

Instructional Consideration:

- Mini-lessons (prerecorded videos or Zoom/ Google Hangout lessons).

Student Practice:

- Handouts/resources are digital and available non-digital
- Provide guidance for parental editing and project suggestions
- Share final products with families, school, and community through communication tools already established
- On-going students check in for progress. This can be done through office hours and/ or ___ dates.
- Reflection time on learning and student goal reevaluation

(2-3) Resources:

Content:

The Weather Channel website

<https://weather.com/>

OUTDOOR MODEL

Instructional Example:

Inheritance and Variation of Traits

Life Cycle Models and Species Survival

Driving Questions:

What do all life cycles have in common?

How can we protect an endangered species in our area?

Competency Codes Addressed:

Science: SCI.LS.IM 3.4

ELA: ELA.IM 1.2

ELA.IM 2.1

ELA.IM 4.1

ELA.IM 4.3

Visual Arts: VA.IM 5.1

Elements of High-Quality Instruction

- Relevant - student connections (self and world)
- Student-Centered Activities
- Inquiry Based
- Pose Purposeful Questions
- Hands On/ Active Learning
- Collaborative Groups
- Student choice of end product

SECD Incorporation (*Dispositions - Mindset and Soft Skills*)

- Student Collaboration
- Communication Skills
- Time Management
- Student Choice
- Elements of Cross-Curricular Collaboration
- ELA
- Art

Who might be your collaboration partners?

- Cohort/house leaders/parents/care-takers/ etc.
- SPED, ELL, local park authorities, park rangers, wildlife rescues or shelters, nature centers, etc.

Workflow (*Milestones of Learning*)

- Student goal setting based on competency scale.
- Students start by developing models to describe and show the various life cycles of organisms, realizing that all have birth, growth, reproduction and death in common.
- Students work together to investigate local species that are (or were) native to the area and are now endangered. Students record findings in field journals and compare their findings with the populations in various ecosystems and habitats around the world.
- Throughout the project, students produce individual field journals that document their learning about inherited traits, habitats, and species survival.
- Students research and record information such as the inherited traits, learned

behaviors, adaptations, life cycles, and food chains of key species in various habitats and make connections to the local species and habitat they are investigating.

- Students work together to determine why the species is no longer thriving or surviving and how they might protect or positively impact the species, and then students communicate this information to their larger community.
- Reflection on learning and goal setting from beginning of activity

Showcase of Student Learning (*End Product*)

- Models of life cycles
- Student Choice of their end product about inherited traits and species survival:
- Each team could present its findings and recommendations for conservation in an infographic with a one paragraph explanatory caption.
- Teams could present their findings via:
 - Presentation Tool such as Slides, PowerPoint, Adobe Spark EDU, Keynote, \$BookCreator, Flipgrid, etc.
- Poster
- Student Voice Tool such as Seesaw, Flipgrid, eBook, Comic, Play, Newscast, Infographic, etc.
- Combination: Flipgrid screen recording to explain their presentation
- Analog: play, demonstration live-broadcast, infographic, poster, one-pager
- Publish and share

Accommodation/Modification

Considerations *(per KSDE guidance)*

As you plan your instructional frameworks for the various learning environments, consideration for students who will need access to instruction that will prepare them to meet, achieve or exceed grade-level competencies should be a priority. To access and address gaps, deficiencies and exceptionalities, some students will require additional support through specially designed instruction and/or tiered systems of support.

Progression Toward Mastery

Refer to KSDE competency rubrics to monitor student progression toward mastery of each competency through multiple exposures. Level 3 is considered mastery of a competency. Rubrics show progression toward mastery with the levels of learning (1, 2, 3, 4)

Learning Environment Considerations

On-Site Learning Environment

- Students need access to research options for life cycle models and endangered species.
- Students need access to information about various ecosystems around the world.

Hybrid Learning Environment

- Students need access to research options for life cycle models and endangered species.
- Students need access to information about various ecosystems around the world.

Remote Learning Environment

Students may not have access to research options, so adjustments would need to be made.

(2-3) Resources:

Species Survival

<https://my.pblworks.org/system/files/2019-01/PBLworks-Species-Survival.pdf>

WWF Extinction Status Species Directory

https://www.worldwildlife.org/species/directory?direction=desc&sort=extinction_statusdirectory?direction=desc&sort=extinction_status

Genetics resources

<https://mysteryscience.com/lessons?query=genetics>

BLENDED LEARNING, INQUIRY LEARNING, PERSONALIZED LEARNING, CO-TEACHING, COOPERATIVE LEARNING GROUPS

Instructional Example:

Chemical Reactions

Students research ways that mixing two or more substances have helped our world. In addition, students determine ways mixing substances may be able to help current challenges facing our world. Students create a commercial sharing their new substance.

Competencies Addressed:

Science: SCI.PS.IM 2.2

Elements of High-Quality Instruction

- Use the competency scale to plan, student goal set and reflect.
- Use different modalities and scaffolded activities to connect concepts for learners such as explicit vocabulary teaching, video tools for reteaching, tech accessibility tools for writing and reading.
- Offers ongoing feedback as students are creating their item.
- Student-led with ongoing feedback based on student work.
- Utilize collaborative partners.

SECD Incorporation (*Dispositions - Mindset and Soft Skills*)

- Collaboration with other students.
- Self-reflection
- Resilience and perseverance.
- Good citizenship and social responsibilities.
- Communication, multiple perspectives, student voice and choice in place, pace, and path.

Cross-Curricular Collaboration Opportunities

- Science and ELA > Writing Process, Speaking, Listening
- Science and Technology
- Science and Art > Designing
- Science and Math > Measurement

Who might be your collaboration partners?

- EPA employee
- Chemical engineer
- Pharmacist
- Scientist
- Science teacher working with math teacher.
- Librarian for research.
- Special education teacher
- ELL Teacher
- Paras
- Parents
- Cohort/house leaders

Workflow (*Milestones of Learning*)

- Student goal setting using competency scale.
- Have individuals work through the Hyperdoc in Resources.
- Allow ample time for research and project development.
- Guide students by offering a variety of tools for the final product whether it be digital or analog.
- Individuals will compile all information and put it in a presentation format of their choice to share.
- Reflect on learning.
- Reevaluate student goal setting.

Showcase of Student Learning (*End Product*)

- Digital Tool Presentation Examples: Slides, PowerPoint, Adobe Spark, Keynote, \$BookCreator, Flipgrid
- Style Examples: eBook, Comic, Play, Newscast, Infographic, poster
- Combination: Flipgrid screen recording to explain their presentation
- Analog: play, demonstration live-broadcast, infographic, poster, one-pager
- Publish and Share on platform of choice an example could be on school and district social media tools, share on a restricted YouTube channel.

Accommodation/Modification

Considerations *(per KSDE guidance)*

As you plan your instructional frameworks for the various learning environments, consideration for students who will need access to instruction that will prepare them to meet, achieve or exceed grade-level competencies should be a priority. To access and address gaps, deficiencies and exceptionalities, some students will require additional support through specially designed instruction and/or tiered systems of support.

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Level 3 is considered mastery of a competency. scale shows progression toward mastery with the levels of learning (1, 2, 3, 4) Refer to KSDE competency scale to monitor student progression toward mastery of each competency.

Learning Environment Considerations

On-Site Learning Environment

Technology Access, Collaboration with Educational Peers, Flexibility with interruptions and technology issues, sharing resources with fellow students, share final products with families, school, and community through communication tools already established, reflection time.

Hybrid Learning Environment

In-class

- Teach research skills, check-ins to assess progress, instruct how to structure projects. Work on final product.

Home/Digital

- Online sessions to apply data to predictions, an extension of collaboration time to discuss data, brainstorm tips Breakout rooms in digital video tools to collaborate.
- Use tools that allow collaboration to work on the product.
- Ongoing feedback digitally and sessions throughout process.
- Share final products with families, school, and community through communication tools already established.

Remote Learning Environment

Instructional Consideration:

- Mini-lessons (prerecorded videos or Zoom/ Google Hangout lessons).

Student Practice:

- Handouts/resources are digital (such as Google Docs).
- Provide guidance for parental editing and project suggestions.
- Share final products with families, school, and community through communication tools already established.
- On-going students check in for progress during scheduled times.

(2-3) Resources:

Chemical Reactions Using dairy food and drink <https://albertamilk.com/wp-content/uploads/2017/09/EverydayChem-ProjectGuide.pdf>

How mixes of substances have helped: <https://mysteryscience.com/chemistry/chemical-reactions-properties-of-matter>

INQUIRY-BASED LEARNING/PBL

Instructional Example:

Waves

1. Students will develop a model to show how the size wavelength and amplitude of water waves is dependent on what creates the waves and how energy is transferred.
2. Students will develop a model showing that light is reflected into the eye.
3. Students will develop a system that uses patterns to transfer information.

Competency Codes Addressed:

Science: SCI.PS.IM 2.5

Math: MATH.IM 2.1

ELA: ELA.IM 4.3

Elements of High-Quality Instruction

- Pose purposeful questions
- Active student engagement and collaboration.
- Connect mathematical concepts and representations.
- Individual Student Goal Setting using Competency Scale with reflection time after to compare goal to final mastery level.
- In a blended model style, teachers use easy video tools to offer explicit directions that students could use to review goals and directions.
- Offer ongoing feedback as students are creating the product.
- End Product is Student Choice.
- Grades are Individual not one Grade per Group.
- Scaffolding Activities

SECD Incorporation (*Dispositions - Mindset and Soft Skills*)

- Collaboration with other students
- Self-reflection.
- Resilience and perseverance.
- Good citizenship and social responsibilities
- Communication, multiple perspectives, student voice and choice in place, pace, and path.

Cross-Curricular Collaboration Opportunities

- Math - patterns, angles, measurement
- ELA - reading informational text.

Who might be your collaboration partners?

- Science teacher working with math teacher
- Cohort/house leaders/parents/care-takers/ etc.
- Librarian/media specialist
- Special education teacher
- ELL teacher
- Paras
- Optometrist
- Parents

Workflow (*Milestones of Learning*)

- Student goal setting using competency scale.
- Explore a choice board (or hyperdoc, Multimedia text set, or articles) given to students so that students can choose the path and pace of their learning.
- All three types of waves (water, sound, and light) are on the resources.
- Teacher is doing ongoing feedback and interaction with students to meet dates for goals of when to accomplish student

activities.

- Final product includes all three models.
- Reflect on learning - assessment tool of choice.
- Reevaluate student goal setting.

Showcase of Student Learning (*End Product*)

- Model of wave energy.
- Model or infographic of how light waves are reflected.
- In-person or recorded presentation of sound patterns to transfer information.

Accommodation/Modification

Considerations (*per KSDE guidance*)

As you plan your instructional frameworks for the various learning environments, consideration for students who will need access to instruction that will prepare them to meet, achieve or exceed grade-level competencies should be a priority. To access and address gaps, deficiencies and exceptionalities, some students will require additional support through specially designed instruction and/or tiered systems of support.

Progression Toward Mastery

Level 3 is considered mastery of a competency. scale shows progression toward mastery with the levels of learning (1, 2, 3, 4). Refer to KSDE competency scale to monitor student progression toward mastery of each competency.

Learning Environment Considerations

On-Site Learning Environment

Cohorts have the same materials for learning labs. Technology access, Collaboration with peer teachers, Flexibility with interruptions and technology issues, sharing resources with fellow students, share final product with families, school, and community through communication tools already established, reflection time.

Hybrid Learning Environment

In-class

- Teach research skills, check-ins to assess progress, instruct how to structure projects. Work on final product

Home/Digital

- Online sessions to apply data to predictions, an extension of collaboration time to discuss data, brainstorm tips
- Breakout rooms in digital video tools to collaborate
- Use tools that allow collaboration to work on the product
- Ongoing feedback digitally and sessions throughout process
- Share final products with families, school, and community through communication tools already established

Remote Learning Environment

Instructional Consideration:

- Mini-lessons (prerecorded videos or Zoom/Google Hangout lessons).

Student Practice:

- Handouts/resources are digital (such as Google Docs).
- Provide guidance for parental editing and project suggestions.
- Share final products with families, school, and community through communication tools already established.
- On-going students check in for progress during scheduled times.

(2-3) Resources:

Water Waves

<https://betterlesson.com/lesson/639758/water-waves?from=search>

Curricular Unit: Sound and Light

https://www.teachengineering.org/curricularunits/view/cub_soundandlight_curricularunit

Morse Code

<https://betterlesson.com/lesson/644804/morse-code?from=search>

CO-TEACHING MODEL

Instructional Example:

Natural Selection and Evolution

Competencies Addressed:

Science: SCI.LS.IM 3.5

ELA: ELA.IM 1.2, ELA.IM 2.2, ELA.IM 4.1, ELA.IM 4.3, ELA.IM 4.4, ELA.IM 4.5

Visual Arts: VA.IM 5.1

Elements of High-Quality Instruction

- Depth of Knowledge
- Evidence
- Inquiry Based
- Pose Purposeful Questions
- Hands On/ Active Learning

SECD Incorporation (*Dispositions - Mindset and Soft Skills*)

- Perseverance
- Self Confidence in personal opinions and research

Cross-Curricular Collaboration Opportunities

- ELA
- Art

Who might be your collaboration partners?

- Cohort/House Leaders/Parents/Care-Takers/etc.
- Teachers: SPED, ELL, Art

Workflow (*Milestones of Learning*)

- Students explore life cycles of plants and animals and identify what and how many characteristics are inherited from their parents.
- Students explain how variations in characteristics among individuals of the same species may provide advantages in surviving, finding mates, and reproducing, as well as the importance of reproduction using evidence from their explorations.
- Students use evidence to support an argument that in a particular habitat some organisms can survive well, some survive less well, and some cannot survive at all.
- Students make a claim that when the environment changes, the types of plants and animals that live there may also change.
- Students analyze and interpret data from fossils to provide evidence of the organisms and environments in which they lived long ago.

Showcase of Student Learning (*End Product*)

- Life Cycle Picture or Model with inherited characteristics from their parents listed.
- Written explanation of how variations in characteristics among individuals of the same species may provide advantages in surviving, finding mates, and reproducing, as well as the importance of reproduction using evidence from their explorations.
- Create a visual to support that in a particular habitat some organisms can survive well, some survive less well, and some cannot survive at all.
- Chart that shows data from fossils they

analyzed that provides evidence of the organisms and environments in which they lived long ago.

Accommodation/Modification

Considerations (*per KSDE guidance*)

As you plan your instructional frameworks for the various learning environments, consideration for students who will need access to instruction that will prepare them to meet, achieve, or exceed grade-level competencies should be a priority. To access and address gaps, deficiencies, and exceptions some students will require additional support through specially-designed instruction and/or tiered systems of support.

Progression Toward Mastery

Refer to KSDE competency rubrics to monitor student progression toward mastery of each competency through multiple exposures. Level 3 is considered mastery of a competency. Rubrics show progression toward mastery with the levels of learning (1, 2, 3, 4)

Learning Environment Considerations

On-Site Learning Environment

- All staff involved need to collaborate so that all students can be successful.

Hybrid Learning Environment

- All staff involved need to collaborate so that all students can be successful.
- It may need to be structured differently in the Hybrid Learning Environment.

Remote Learning Environment

- All staff involved need to collaborate so that all students can be successful.
- Students may need more teacher guidance (teacher videos, video calls) in this model.
- Structure of the lessons may need to be changed for the Remote Learning environment.

(2-3) Resources:

Darwin, evolution and natural selection

<https://www.khanacademy.org/science/biology/her/evolution-and-natural-selection/a/darwin-evolution-natural-selection>

Natural Selection - Crash Course Biology #14

https://www.youtube.com/watch?v=aTftyFboC_M

CO-TEACHING, INQUIRY BASED, PERSONALIZED LEARNING OR OUTDOOR

Instructional Example:

Sun, Moon, Stars and Planets

The students work through daily lessons exploring the patterns of day and night, shadows, and positions of the sun, moon, and stars throughout a day, month, and year and how these patterns are affected by orbits, and rotation of the moon around Earth and the Earth around sun. The unit will be wrapped up by the students designing and inventing a Night Sky Clock.

Competency Codes Addressed:

Science: SCI.ESS.IM 4.1

Math: MATH.IM 4.1, MATH.IM 4.2

ELA: ELA.IM 2.1, ELA.IM 2.2, ELA.IM 3.1, ELA.IM 4.1, ELA.IM 4.4

SECD: SECD.IM 1.4, SECD.IM 4.7, SECD.IM 5.4, SECD.IM 6.1, SECD.IM 6.3

Visual Arts: VA.IM 3.1, VA.IM 3.2

Elements of High-Quality Instruction

- Pose purposeful questions
- Active student engagement and collaboration
- Connect mathematical concepts and representations
- Individual Student Goal Setting using Competency Scale with reflection time after to compare goal to final mastery level
- In a blended model style, teachers use easy video tools to offer explicit directions that students could use to review goals and directions.
- Offer ongoing feedback as students are creating the product of their choice digital

or analog.

- Scaffolding Activities
- Use visual context and manipulatives
- Intentional diverse teaming among students for peer support

SECD Incorporation (*Dispositions - Mindset and Soft Skills*)

- Collaboration with other students
- Self-reflection
- Resilience and perseverance
- Good citizenship and social responsibilities
- Communication, Multiple Perspectives
- Student Voice and Choice in Place, Pace, and Path
- Allow students opportunities to express their ways of thinking and problem solving
- Promoting and Encouraging Students to keep an Open Mindset

Cross-Curricular Collaboration Opportunities

- Science and Math > Analyzing Data, Measurement, Time, and etc.
- Science and ELA > Writing Process, Presentation, Research, Vocabulary, and etc.
- Science and Technology> Research, Daily lessons, Designing, and etc.
- Science and Art > Designing

Who might be your collaboration partners?

- Science teacher working with math teacher
- Cohort/house leaders/care-takers/parents/ etc.
- Librarian
- Special education teacher
- ELL Teacher
- Paras
- Art and music teachers
- Cosmosphere/NASA/etc.

Workflow (*Milestones of Learning*)

- Have individuals or as a group work through the daily lessons in Mystery Science.
- Have students keep a digital or analog science notebook, they can reflect in each day using appropriate grade level vocabulary when referencing key concepts.
- Allow time for students to Think and Share what they learned about in the daily lesson.
- Make sure the student or group is using their time wisely and accomplishing one objective at a time.
- Individuals or groups will complete their night sky clock invention and prepare it in a presentation format of their choice to share.

Showcase of Student Learning (*End Product*)

- End Product will be a fully designed Night Sky Clock
- Digital Tools: Science Fair Digitally, Slides, PowerPoint, Adobe Spark, Keynote, \$BookCreator, Flipgrid
- Style: Actual Model of Product, eBook, Comic, Play, Newscast, Infographic, poster
- Combination: Flipgrid screen recording to explain their invention
- Analog: Science fair, Play, Demonstration, Live-Broadcast, Infographic, poster, one-pager
- Produce and Share: Night Sky Clock
- Presentation Style will be Student's Choice

Accommodation/Modification

Considerations (*per KSDE guidance*)

As you plan your instructional frameworks for the various learning environments, consideration for students who will need access to instruction that will prepare them to meet, achieve or exceed grade-level competencies should be a priority. To access and address gaps, deficiencies and exceptionalities, some students will require additional support through specially designed instruction and/or tiered systems of support.

Progression Toward Mastery

Level 3 is considered mastery of a competency. scale shows progression toward mastery with the levels of learning (1, 2, 3, 4) Refer to KSDE competency scale to monitor student progression toward mastery of each competency.

Learning Environment Considerations

On-Site Learning Environment

Technology Access, Collaboration with Educational Peers, Flexibility with interruptions and technology issues, sharing resources with fellow students, share final products with families, school, and community through communication tools already established, reflection time, and etc.

Hybrid Learning Environment

In-class

- Teach research skills, check-ins to assess progress, instruct how to structure projects. Work on final product.

Home/Digital

- Online sessions to apply data to predictions, an extension of collaboration time to discuss data, brainstorm tips Breakout rooms in digital video tools to collaborate.
- Use tools that allow collaboration to work on the product.
- Ongoing feedback digitally and sessions throughout process.
- Share final products with families, school, and community through communication tools already established.

Remote Learning Environment

Instructional Consideration:

- Mini-lessons (prerecorded videos or Zoom/ Google Hangout lessons).

Student Practice:

- Handouts/resources are digital (such as Google Docs).

- Provide guidance for parental editing and project suggestions.
- Share final products with families, school, and community through communication tools already established.
- Ongoing students check in for progress. This can be done through office hours and/ or ___ dates.

(2-3) Resources:

Textbooks, online resources, non-fiction library books, Cosmosphere, Planetarium, etc.

Spaceship Earth (Sun, Moon, Stars and Planets): <https://mysteryscience.com/astronomy/sun-moon-stars-planets>

The Sun, Earth, and Moon Relationship: <https://betterlesson.com/lesson/645408/the-sun-earth-and-moon-relationship?from=search>

PBL UTILIZING BLENDED LEARNING, INQUIRY LEARNING, PERSONALIZED LEARNING, CO-TEACHING, COOPERATIVE LEARNING GROUPS

Instructional Example:

On-site, Remote, Hybrid

Create a model that represents the rock cycle and its pressures.

Competencies Addressed:

Science: *SCI.ESS.IM 4.2*

Elements of High-Quality Instruction

- Individual Student Goal Setting using Competency Scale with reflection time after to compare goal to final mastery level.
- In a blended model style, teachers use easy video tools to offer explicit directions that students could use to review goals and directions.
- Uses different learning modalities for students: reading passages, videos, etc.
- Offers ongoing feedback as students are creating their item.
- End Product is Student Choice.
- Grades are Individual not one Grade per Group.
- Scaffolded Activities.
- Pose purposeful questions.
- Active student engagement and collaboration.
- Connect mathematical concepts and representations.
- Individual Student Goal Setting using Competency Scale with reflection time after to compare goal to final mastery level.

- In a blended model style, teachers use easy video tools to offer explicit directions that students could use to review goals and directions.
- Offer ongoing feedback as students are creating the product of their choice digital or analog.
- End Product is Student Choice.
- Grades are Individual, not one Grade per Group.
- Utilize bilingual faculty/support staff.
- Use visual context and manipulatives.
- Utilizes language translation tool such Google Translate.
- Intentional diverse teaming among students for peer support.
- Collaborative Group Supporting Each Other.
- Utilizes digital tools such as Immersive Reader in Edge Browser Microsoft or text to speech.

SECD Incorporation (*Dispositions - Mindset and Soft Skills*)

- Collaboration with other students
- Self-reflection
- Resilience and perseverance
- Good citizenship and social responsibilities
- Communication, Multiple Perspectives
- Student Voice and Choice in Place, Pace, and Path

Elements of Cross-Curricular Collaboration

- Science > ELA Writing
- Science > Analyzing

Who might be your collaboration partners?

- Cohort/house leaders/parents/care-takers/ etc.
- Expert: Geologist
- Teachers: Science, ELL, SPED, Librarian
- Other: Geologist

Workflow (*Milestones of Learning*)

- Individual goal setting based on competency scale
- Driving questions: how does pressure affect rock creations?
- Explore types of rocks: one could use videos, hyperdocs, outside collection, articles, playlist, web.
- Apply knowledge to graphic organizer
- Expert video conferencing (this should be after students have explored rocks).
- Brainstorm and plan model.
- Build model with natural resources if possible.
- Reflect on learning (this could be science journal response, video response, group conversations, digital tools such as Flipgrid or platform of choice).
- Reevaluate goal setting.

Showcase of Student Learning (*End Product*)

- Their model could be any item that shows the components of the rocks, cycle, and pressure affects
- People, objects, puppet show, actual rocks.

Accommodation/Modification Considerations (*per KSDE guidance*)

As you plan your instructional frameworks for the various learning environments, consideration for students who will need access to instruction that will prepare them to meet, achieve, or exceed grade-level competencies should be a priority. To access and address gaps, deficiencies, and exceptions some students will require additional support through specially-designed instruction and/or tiered systems of support.

Progression Toward Mastery

Level 3 is considered mastery of a competency. scale shows progression toward mastery with the levels of learning (1, 2, 3, 4) Refer to KSDE competency scale to monitor student progression toward mastery of each competency.

Learning Environment Considerations

On-Site Learning Environment

- Make sure all cohorts have the same mastery level skill goal.
- Allow all cohorts the same access to materials and technology.
- Use different cohorts based on activities.

Hybrid Learning Environment

- Exploration and inquiry activities remotely
- Be mindful that remote work is not application time or repetitive practice only. With video, video conferencing tools, and other collaborative tools, that time can be more than that.

Remote Learning Environment

- Use creation tools that can be moderated and offer feedback throughout the process
- Have stop and check in points throughout the process.

(2-3) Resources:

Video:

<https://bit.ly/rockcyclemmts>

NASA Rocks: <https://betterlesson.com/lesson/636902/nasa-rocks-part-1-2>

Earth Science - Rock Cycle and Types of Rock | Iken Edu: <https://youtu.be/lALC36xRjew>

Math Lesson Plans

BLENDED LEARNING, INQUIRY LEARNING, PERSONALIZED LEARNING, CO-TEACHING, COOPERATIVE LEARNING GROUPS

Instructional Example:

Place Value

Teacher will create a digital or print choice board of different multiplication, division online/offline activities and games students can use to practice specific math skills.

Competencies Addressed:

Math: MATH.IM 1.2

Elements of High-Quality Instruction

- Pose purposeful questions.
- Active student engagement and collaboration.
- Connect mathematical concepts and representations
- Individual student goal setting using competency scale with reflection time after to compare goal to final mastery level.
- In a blended model style, teachers use easy video tools to offer explicit directions that students could use to review goals and directions.
- Offer ongoing feedback as students are working through the lessons and producing final product.
- Grades are Individual.
- Scaffolding Activities.
- Use visual context and manipulatives.
- Pre-teach vocabulary.
- Scaffolded language supports.
- Slower speech and simple sentences.
- Visual supports.
- Sentence frames/sentence starters.

- Build background knowledge (visuals, read aloud, video).
- Collaborative group supporting each other.

SECD Incorporation (*Dispositions - Mindset and Soft Skills*)

- Collaboration with other students
- Self-reflection
- Resilience and perseverance
- Good citizenship and social responsibilities
- Communication, Multiple Perspectives
- Student Voice and Choice in Place, Pace, and Path

Cross-Curricular Collaboration Opportunities

- Math > Place Value
- Science and Technology

Who might be your collaboration partners?

- Cohort/house leaders/parents/caretakers/ etc.
- Special education teacher
- ELL teacher
- Paras

Workflow (*Milestones of Learning*)

Choice board given to students so that students can choose the path and pace of their learning. Dates are given of when to accomplish each section. Final product includes demonstration of specific math skills.

Showcase of Student Learning (*End Product*)

Final product includes demonstration of specific math skills.

Accommodation/Modification

Considerations (*per KSDE guidance*)

As you plan your instructional frameworks for the various learning environments, consideration for students who will need access to instruction that will prepare them to meet, achieve, or exceed grade-level competencies should be a priority. To access and address gaps, deficiencies, and exceptions some students will require additional support through specially-designed instruction and/or tiered systems of support.

Progression Toward Mastery

Level 3 is considered mastery of a competency. scale shows progression toward mastery with the levels of learning (1, 2, 3, 4) Refer to KSDE competency scale to monitor student progression toward mastery of each competency.

Learning Environment Considerations**On-Site Learning Environment**

Technology Access, Collaboration with Educational Peers, Flexibility with interruptions and technology issues, sharing resources with fellow students, share final products with families, school, and community through communication tools already established, reflection time

Hybrid Learning Environment*In-class*

- Teach math skills, check-ins to assess progress, instruct how to structure projects. Work on final product.

Home/Digital:

- Online sessions to apply data to predictions, an extension of collaboration time to discuss data, brainstorm tips Breakout rooms in digital video tools to collaborate.
- Use tools that allow collaboration to work on the product.
- Ongoing feedback digitally and sessions throughout process.
- Share final products with families, school, and community through communication tools already established.

Remote Learning Environment*Instructional Consideration:*

- Mini-lessons (prerecorded videos or Zoom/ Google Hangout lessons).

Student Practice:

- Handouts/resources are digital (such as Google Docs).
- Provide guidance for parental editing and project suggestions.
- Share final products with families, school, and community through communication tools already established.
- On-going students check in for progress. This can be done through office hours and/ or ___ dates.

(2-3) Resources:

Multimedia Text Set

https://docs.google.com/document/d/1-LvbxTTY_q4Db0C1gAR3vuJa8oRs0qHqUf0Dh2EgYlg/edit?usp=sharing

PBL

Instructional Example:

Place Value

Create a fast food restaurant using math skills.

Competency Codes Addressed:

Math: MATH.IM 1.2

Elements of High-Quality Instruction

- Pose purposeful questions.
- Active student engagement and collaboration.
- Connect mathematical concepts and representations.
- Individual student goal setting using competency scale with reflection time after to compare goal to final mastery level.
- In a blended model style, teachers use easy video tools to offer explicit directions that students could use to review goals and directions.
- Offer ongoing feedback as students are working through the lessons and producing final product.
- Grades are Individual.
- Scaffolding Activities.
- Use visual context and manipulatives.
- Pre-teach vocabulary.
- Scaffolded language supports.
- Slower speech and simple sentences.
- Visual supports.
- Sentence Frames/Sentence Starters.
- Build background knowledge (visuals, read aloud, video).
- Collaborative group supporting each other.

SECD Incorporation (*Dispositions - Mindset and Soft Skills*)

- Collaboration with other students.
- Self-reflection
- Resilience and perseverance.
- Good citizenship and social responsibilities.
- Communication, multiple perspectives, student voice and choice in place, pace, and path

Elements of Cross-Curricular Collaboration

- **Technology:** use an app or computer program of your choice to design the fast food restaurant in 3D or 2D
- **Technology:** use a spreadsheet program to record profits
- **ELA:** Read about someone that started a business
- **Art:** Design a menu: can use a computer program to design or hand drawn

Who might be your collaboration partners?

- Cohort / House Leaders
- Special Education Teacher
- ELL Teacher
- Paras
- Art teacher
- Interview or informational talk from an Architect/Engineer
- Interview or informational talk from a Business owner
- Field trip to a fast food restaurant (virtual)

Workflow (*Milestones of Learning*)

- Guiding question: How does knowing math impact successfully planning a fast food restaurant?
- Design your restaurant-size/shape, furniture
- Create a menu, set prices, calculate profits
- Take orders, calculate bills, split bills
- Hire employees, pay employees
- Create a portfolio and a presentation about your business and how you used math in your planning

Showcase of Student Learning (*End Product*)

- Students create a portfolio where they explain each step they took to complete the project and how they know their math is accurate.
- Students will create an advertisement for their restaurant including prices, sales and why people should visit.
- Students then create a presentation on how to start a business and describe their business to an audience.
- Digital Tools: Slides, PowerPoint, Adobe Spark, Keynote, \$BookCreator, Flipgrid
- Style: Actual Model of Product, eBook, Comic, Play, Newscast, Infographic, poster
- Combination: Flipgrid screen recording to explain their learning
- Analog: Science fair, Play, Demonstration, Live-Broadcast, Infographic, poster, one-pager
- Produce and Share

Accommodation/Modification**Considerations** (*per KSDE guidance*)

As you plan your instructional frameworks for the various learning environments, consideration for students who will need access to instruction that will prepare them to meet, achieve or exceed grade-level competencies should be a priority. To access and address gaps, deficiencies and exceptionalities, some students will require additional support through specially designed instruction and/or tiered systems of support.

Progression Toward Mastery

Level 3 is considered mastery of a competency. scale shows progression toward mastery with the levels of learning (1, 2, 3, 4) Refer to KSDE competency scale to monitor student progression toward mastery of each competency.

Learning Environment Considerations

On-Site Learning Environment

Technology Access, Collaboration with Educational Peers, Flexibility with interruptions and technology issues, sharing resources with fellow students, share final products with families, school, and community through communication tools already established, reflection time

Hybrid Learning Environment*In-class*

- Teach math skills, check-ins to assess progress, instruct how to structure projects. Work on final product

Home/Digital

- Online sessions to apply data to predictions, an extension of collaboration time to discuss data, brainstorm tips Breakout rooms in digital video tools to collaborate,
- Use tools that allow collaboration to work on the product
- Ongoing feedback digitally and sessions throughout process
- Share final products with families, school, and community through communication tools already established

Remote Learning Environment*Instructional Consideration:*

- Mini-lessons (prerecorded videos or Zoom/ Google Hangout lessons).
- Student Practice:
- Handouts/resources are digital (such as Google Docs).
- Provide guidance for parental editing and project suggestions
- Share final products with families, school, and community through communication tools already established
- On-going students check in for progress. This can be done through office hours and/ or ___ dates.

(2-3) Resources:

- Menus from fast food restaurants
- Graph paper
- Yard sticks/rulers

COOPERATIVE LEARNING, INQUIRY-BASED OR PERSONALIZED

Instructional Example:

Numerical Patterns and Relationships

Objectives:

- Students analyze and apply how the Commutative, Associative, and Distributive Properties are used when multiplying and dividing.
- Students construct and complete numerical and geometric patterns given a specific rule or having to determine the rule.
- Students identify numbers as Prime or Composite by applying a factoring skill of their choice.
- The students generalize other relationships in the terms of a pattern. (such as odd, even, odd).
- Final Project students will design a digital or analog game that can be shared and played among peers. It must correlate to mathematical properties, factoring, prime and composite, or patterning, but not limited to one concept.

Competency Codes Addressed:

Math: MATH.IM 2.1, MATH.IM 4.2

ELA: ELA.IM 2.1

SECD: SECD.IM 1.4, SECD.IM 2.5, SECD.IM 2.8, SECD.IM 3.6, SECD.IM 4.7, SECD.IM 5.3, SECD.IM 5.4

PE: PE.IM 1.1, PE.IM 1.2

Media Art: MA.IM 1.3

Elements of High-Quality Instruction

- Pose purposeful questions
- Active student engagement and collaboration
- Connect mathematical concepts and representations
- Math Journals to document vocabulary and examples
- Individual Student Goal Setting using Competency Scale with reflection time after to compare goal to final mastery level
- In a blended model style, teachers use easy video tools to offer explicit directions that students could use to review goals and directions.
- Ample time to explore and practice with the concept.
- Offer ongoing feedback as students are working through the lessons and producing the final product.
- End Product is a digital or analog game
- Grades are Individual not one Grade per Group
- Scaffolding Activities
- Utilize bilingual faculty/support staff
- Use visual context and manipulatives
- Utilize language translation tool such Google Translate
- Intentional diverse teaming among students for peer support
- Collaborative Group Supporting Each Other
- Immersive Reader in Edge Browser Microsoft
- Microsoft Text to Speech
- Additional support from trained support staff

SECD Incorporation (*Dispositions - Mindset and Soft Skills*)

- Collaboration with other students
- Self-reflection
- Resilience and perseverance
- Good citizenship and social responsibilities
- Communication, Multiple Perspectives
- Student Voice and Choice in Place, Pace, and Path
- Empathy
- Work Ethic
- Creativity
- Allow students opportunities to express their ways of thinking and problem solving
- Promoting and Encouraging Students to keep an Open Mindset

Elements of Cross-Curricular Collaboration

- Math/ELA> Vocabulary, Research, presentation, and etc.
- Math/Technology> Research, Development, Learning, etc.
- Math/Art> Designing, Patterning, Constructing, etc.
- Math/Music> Patterning, Rhythm, Design, etc.
- Math/PE> Body movement

Who might be your collaboration partners?

- Math/ELL/art/music/technology teachers/ PE.
- Cohort/house leaders/parents/care-takers/ etc.
- Librarian
- Special education teacher
- ELL teacher
- Paras

- Parental supporters
- High school aides

Workflow (*Milestones of Learning*)

- Students work through daily lessons working with the concepts.
- They will keep a Math journal documenting the vocabulary and examples.
- Allow time for students to Think and Share what they learned about in the daily lesson.
- Make sure the students have sufficient time and support to design their game.
- Allow opportunities for them to share their work and ask for constructive feedback from peers.
- Individuals or groups will complete their game and prepare it for a class game day.

Showcase of Student Learning (*End Product*)

- Final Project students will design a digital or analog game that can be shared and played among peers. It must correlate to mathematical properties, factoring, prime and composite, or patterning, but not limited to one concept.
- Digital Tools: Slides, PowerPoint, Adobe Spark, Keynote, \$BookCreator, Flipgrid
- Style: eBook, Comic, Play, Newscast, Infographic, poster
- Combination: Flipgrid screen recording to explain their presentation
- Analog: Play, Demonstration, Live-Broadcast, Infographic, poster, one-pager
- Presentation is Student's Choice
- Game Style is Student's Choice
- Game Day will be established for Interactive/Hands-On Learning

Accommodation/Modification

Considerations (*per KSDE guidance*)

As you plan your instructional frameworks

for the various learning environments, consideration for students who will need access to instruction that will prepare them to meet, achieve or exceed grade-level competencies should be a priority. To access and address gaps, deficiencies and exceptionalities, some students will require additional support through specially designed instruction and/or tiered systems of support.

Progression Toward Mastery

Level 3 is considered mastery of a competency. scale shows progression toward mastery with the levels of learning (1, 2, 3, 4) Refer to KSDE competency scale to monitor student progression toward mastery of each competency.

Learning Environment Considerations

On-Site Learning Environment

Technology access

- Collaboration with educational peers.
- Flexibility with interruptions and technology issues.
- Sharing resources with fellow students.
- Share final products with families, school, and community through communication tools already established, reflection time.

Hybrid Learning Environment

In-class

- Teach research skills, check-ins to assess progress, instruct how to structure projects. Work on final product.

Home/Digital

- Online sessions to apply data to

predictions, an extension of collaboration time to discuss data, brainstorm tips Breakout rooms in digital video tools to collaborate

- Use tools that allow collaboration to work on the product
- Ongoing feedback digitally and sessions throughout process
- Share final products with families, school, and community through communication tools already established

Remote Learning Environment

Instructional Consideration:

- Mini-lessons (prerecorded videos or Zoom/ Google Hangout lessons).
- Student Practice:
- Handouts/resources are digital (such as Google Docs).
- Provide guidance for parental editing and project suggestions
- Share final products with families, school, and community through communication tools already established
- On-going students check in for progress. This can be done through office hours and/ or ___ dates.

(2-3) Resources:

Online Resources:

Game Builder:

<https://www.wisc-online.com/gamebuilder>

Scratch MIT website:

<https://scratch.mit.edu/>

Baamboozle:

<https://www.baamboozle.com/>

Instructional Example:

Fraction Gamification - A platform of choice

Competency Codes Addressed:

Math: MATH.IM 3.1

Elements of High-Quality Instruction

- Plans using the competency scale.
- Individual Student Goal Setting using Competency Scale with reflection time after to compare goal to final mastery level.
- In a blended model style, teachers use easy video tools to offer explicit directions that students could use to review goals and directions.
- Uses different learning modalities for students: reading passages, videos, etc.
- Offers ongoing feedback as students are creating their item.
- End Product is Student Choice.
- Scaffolded Activities.
- Pose purposeful questions.
- Active student engagement and collaboration.
- Connect mathematical concepts and representations.
- Individual Student Goal Setting using Competency Scale with reflection time after to compare goal to final mastery level.
- In a blended model style, teachers use easy video tools to offer explicit directions that students could use to review goals and directions.
- Offer ongoing feedback as students are creating the product of their choice digital or analog.
- End Product is Student Choice.
- Grades are Individual, not one Grade per Group.

- Utilize bilingual faculty/support staff.
- Use visual context and manipulatives.
- Utilizes language translation tool such Google Translate
- Intentional diverse teaming among students for peer support.
- Collaborative Group Supporting Each Other.
- Utilizes digital tools such as Immersive Reader in Edge Browser Microsoft or text to speech.

SECD Incorporation (*Dispositions - Mindset and Soft Skills*)

- Collaboration with other students
- Self-reflection
- Resilience and perseverance
- Good citizenship and social responsibilities
- Communication, Multiple Perspectives
- Student Voice and Choice in Place, Pace, and Path
- Creativity

Who might be your collaboration partners?

- Cohort/House Leaders/Parents/Care-Takers/etc.
- Teachers: ELL, SPED, Technology

Workflow (*Milestones of Learning*)

- With each activity, student goal setting using competency scale
- Using lesson plans from resources, do the background knowledge and vocabulary math journaling
- Application is in the digital platform completing the challenge in the digital platform
- DEBRIEFING/Reflection of learning AND Reflection on Goal Setting

Showcase of Student Learning (*End Product*)

- Completing the challenge on the digital platform.
- Reflection/Debriefing
- Reevaluate goal setting.

Accommodation/Modification Considerations (*per KSDE guidance*)

As you plan your instructional frameworks for the various learning environments, consideration for students who will need access to instruction that will prepare them to meet, achieve or exceed grade-level competencies should be a priority. To access and address gaps, deficiencies and exceptionalities, some students will require additional support through specially designed instruction and/or tiered systems of support.

Progression Toward Mastery

Level 3 is considered mastery of a competency. Scale shows progression toward mastery with the levels of learning (1, 2, 3, 4) Refer to KSDE competency scale to monitor student progression toward mastery of each competency.

Learning Environment Considerations

On-Site Learning Environment

- Students create a group to equal one participant in the platform of choice.
- Check with IT to see if any special downloads are needed.

Hybrid Learning Environment

- Check with IT staff for any downloads needed.
- Remote could be opening activities and reflection activities while platform of your choice of off-site but still monitored.
- Access to any supplemental resources.

Remote Learning Environment

- Device is appropriate for digital platform choice
- Access to any supplemental resources

Instructional Consideration:

- Explicit teaching time is still needed for opening and reflection time.
- Mini-lessons (prerecorded videos or synchronous learning utilizing a video conferencing tool of district choice)

Student Practice:

- Learning labs use materials easily found
- Parents or Caregivers should be informed of the learning lab.
- Share final products with families, school,

and community through communication tools already established

- On-going students check in for progress.

(2-3) Resources:

Minecraft alignment content by grade:

Grade 3: <https://education.minecraft.net/wp-content/uploads/Math-CC-Alignment-Guide-Grade-3.pdf>

Grade 4: <https://education.minecraft.net/wp-content/uploads/Math-CC-Alignment-Guide-Grade-4.pdf>

Grade 5: <https://education.minecraft.net/wp-content/uploads/Math-CC-Alignment-Guide-Grade-5.pdf>

PBL UTILIZING BLENDED LEARNING, INQUIRY LEARNING, PERSONALIZED LEARNING, CO-TEACHING, COOPERATIVE LEARNING GROUPS

Instructional Example:

Gathering Fractions or Create Observation Stories on Fractions.

Competencies Addressed:

Math: MATH.IM 3.1

Elements of High-Quality Instruction

- Plans using the competency scale.
- Individual student goal setting using competency scale with reflection time after to compare goal to final mastery level.
- In a blended model style, teachers use easy video tools to offer explicit directions that students could use to review goals and directions.
- Uses different learning modalities for students: reading passages, videos, etc.
- Offers ongoing feedback as students are creating their item.
- End product is student choice.
- Grades are individual not one grade per group.
- Scaffolded activities.
- Pose purposeful questions.
- Active student engagement and collaboration.
- Connect mathematical concepts and representations.
- Individual student goal setting using competency scale with reflection time after to compare goal to final mastery level
- In a blended model style, teachers use easy

video tools to offer explicit directions that students could use to review goals and directions.

- Offer ongoing feedback as students are creating the product of their choice digital or analog.
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- Utilize bilingual faculty/support staff.
- Use visual context and manipulatives.
- Utilizes language translation tool such Google Translate.
- Intentional diverse teaming among students for peer support.
- Collaborative group supporting each other.
- Utilizes digital tools such as Immersive Reader in Edge Browser Microsoft or text to speech.

SECD Incorporation (*Dispositions - Mindset and Soft Skills*)

- Collaboration with other students.
- Self-reflection
- Resilience and perseverance.
- Good citizenship and social responsibilities.
- Communication, multiple perspectives
- Student voice and choice in place, pace, and path
- Empathy
- Work ethic
- Creativity
- Allow students opportunities to express their ways of thinking and problem solving

- Promoting and encouraging students to keep an open mindset

Elements of Cross-Curricular Collaboration

- Math > Art (If build collage out of examples)

Who might be your collaboration partners?

- Teachers: Math ELL, SPED, paras, co teachers

Workflow (*Milestones of Learning*)

- Students set goals based on competency scale.
- Students collect a certain amount of items (Example 20) with fraction parameters (Example $\frac{1}{2}$ have to be green, $\frac{1}{4}$ has to be natural products, $\frac{1}{4}$ are things that help you learn.)
- Should the numbers be the same discussion?
- Now do the same activity with no set total (but perhaps pick any even number) All must follow the same parameters. Now discuss how the number of items in each group might be different but still represents $\frac{1}{2}$, $\frac{1}{4}$ etc.
- Summarize learning in Math journal.
- Reevaluate goal setting
- Workflow for Story
 - Instead of physically collecting items as that might not be possible, take a nature walk with math journals.
 - Students keep track of things they saw

and their numbers.

- Back at stopping point, create a short story about the walk using the fraction terms for the items they counted.
- Share stories (These could be recorded using a platform of choice such as Flipgrid. Then students could be assigned to watch their group's videos.)
- Discuss equivalent fractions that are found.
- Assessment is students writing their understanding of equivalent fractions
- Reevaluate goal setting.

Showcase of Student Learning (*End Product*)

- Math Journal Entries
- Could snap pictures or quick draw items to apply learning summary
- If they do a short story, their understanding is the assessment while the short story is the showcase.

Accommodation/Modification

Considerations (*per KSDE guidance*)

As you plan your instructional frameworks for the various learning environments, consideration for students who will need access to instruction that will prepare them to meet, achieve or exceed grade-level competencies should be a priority. To access and address gaps, deficiencies and exceptionalities, some students will require additional support through specially designed instruction and/or tiered systems of support.

Progression Toward Mastery

Level 3 is considered mastery of a competency. scale shows progression toward mastery with the levels of learning (1, 2, 3, 4). Refer to KSDE competency scale to monitor student progression toward mastery of each competency.

Learning Environment Considerations

On-Site Learning Environment

Technology Access, Collaboration with Educational Peers, Flexibility with interruptions and technology issues, sharing resources with fellow students, share final products with families, school, and community through communication tools already established, reflection time.

Hybrid Learning Environment

In-class

- Teach research skills, check-ins to assess progress, instruct how to structure projects. Work on final product

Home/Digital

- Online sessions to apply data to predictions, an extension of collaboration time to discuss data, brainstorm tips Breakout rooms in digital video tools to collaborate
- Use tools that allow collaboration to work on the product.
- Ongoing feedback digitally and sessions throughout process.
- Share final products with families, school, and community through communication tools already established.

Remote Learning Environment

Instructional Consideration:

- Mini-lessons (prerecorded videos or Zoom/ Google Hangout lessons).
- Student Practice:
- Handouts/resources are digital (such as Google Docs).
- Provide guidance for parental editing and project suggestions.
- Share final products with families, school, and community through communication tools already established.
- On-going students check in for progress. This can be done through office hours and/ or ___ dates.

PBL

Instructional Example:

Data

Create Weather-Tip book or infographic for different weather patterns to help communities be prepared for what could happen

Competency Codes Addressed:

Math: MATH.IM 4.2

Elements of High-Quality Instruction

- Plans using the competency scale
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- Uses different learning modalities for students: reading passages, videos, etc.
- Offers ongoing feedback as students are creating their item
- End Product is Student Choice
- Grades are Individual not one Grade per Group
- Scaffolded Activities
- Pose purposeful questions
- Active student engagement and collaboration
- Connect mathematical concepts and representations
- Individual Student Goal Setting using Competency Scale with reflection time after to compare goal to final mastery level
- In a blended model style, teachers use easy video tools to offer explicit directions that

students could use to review goals and directions.

- Offer ongoing feedback as students are creating the product of their choice digital or analog.
- End Product is Student Choice
- Grades are Individual not one Grade per Group
- Utilize bilingual faculty/support staff
- Use visual context and manipulatives
- Utilizes language translation tool such Google Translate
- Intentional diverse teaming among students for peer support

SECD Incorporation (*Dispositions - Mindset and Soft Skills*)

- Collaborative group supporting each other
- Utilizes digital tools such as Immersive Reader in Edge Browser Microsoft or text to speech.
- Collaboration with other students
- Self-reflection
- Resilience and perseverance
- Good citizenship and social responsibilities.
- Communication, Multiple Perspectives.
- Service Learning
- Student voice and choice in place, pace, and path.
- Empathy
- Work Ethic
- Creativity
- Allow students opportunities to express their ways of thinking and problem solving.
- Promoting and encouraging students to keep an open mindset.

Elements of Cross-Curricular Collaboration

- Science and Math > Analyzing Data
- Science and ELA > Writing Process

Who might be your collaboration partners?

- Meteorologist connecting with video conferencing
- Science Teacher working with Math Teacher
- Cohort / House Leaders
- Librarian
- Special Education Teacher
- ELL Teacher
- Paras
- Art and Music Teachers

Workflow (*Milestones of Learning*)

- Student goal setting using competency scale
- Driving Question How does weather impact people's lives and how does that affect their everyday living?
- Explicit directions
- Material Exploration (an example such as a hyperdock, playlist, videos, books, or a Multimedia Text Set
- Video conference with meteorologist if possible
- Apply knowledge to graphic organizer
- Video Conference with Meteorologist if possible (This should be done after students have explored data and impacting weather reports)
- Brainstorm presentation Ideas
- Plan product
- Create presentation
- Reflect with summative tool of choice

- Reevaluate goals from beginning

Showcase of Student Learning (*End Product*)

- Digital Tool Presentation Examples: Slides, PowerPoint, Adobe Spark, Keynote, \$BookCreator, Flipgrid
- Style Examples: eBook, Comic, Play, Newscast, Infographic, poster
- Combination: Flipgrid screen recording to explain their presentation
- Analog: play, demonstration live-broadcast, infographic, poster, one-pager
- Publish and Share

Accommodation/Modification Considerations (*per KSDE guidance*)

As you plan your instructional frameworks for the various learning environments, consideration for students who will need access to instruction that will prepare them to meet, achieve or exceed grade-level competencies should be a priority. To access and address gaps, deficiencies and exceptionalities, some students will require additional support through specially designed instruction and/or tiered systems of support.

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On-Site Learning Environment

- Students could create a group to equal one participant in the platform of choice.
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Hybrid Learning Environment

- Check with IT staff for any downloads needed.
- Remote could be opening activities and reflection activities while platform of your choice of off-site but still monitored
- Access to any supplemental resources

Remote Learning Environment

- Device is appropriate for digital platform choice
- Access to any supplemental resources

Instructional Consideration:

- Explicit teaching time is still needed for opening and reflection time.
- Mini-lessons (prerecorded videos or synchronous learning utilizing a video conferencing tool of district choice)

Student Practice:

- Learning labs use materials easily found
- Parents or Caregivers should be informed of the learning lab.
- Share final products with families, school, and community through communication tools already established
- Ongoing students check in for progress.

INQUIRY BASED LEARNING, PERSONALIZED LEARNING OR CO-TEACHING

Instructional Example:

Lines, Angles, Shapes on Coordinate Plane

- Students will apply their knowledge to produce an analog or digital geometry reference guide for themselves or peers.
- The reference guide must contain content specific vocabulary.
- It will include, but not be limited to:
 - Types of lines
 - Types of angles
 - Two dimensional shapes
 - Three dimensional shapes
 - Quadrilateral attribute flow chart
 - Coordinate plane
 - Triangles
 - Polygons, etc.

Competency Codes Addressed:

Math: MATH.IM 5.1

ELA: ELA.IM 1.2, ELA.IM 4.4

SECD: SECD.IM 2.2, SECD.IM 2.3, SECD.IM 2.4, SECD.IM 2.5, SECD.IM 2.6, SECD.IM 2.7, SECD.IM 2.8, SECD.IM 3.4, SECD.IM 3.5, SECD.IM 3.6

Visual Art: VA.IM 1.2

Media Art: MA.IM 1.3

Elements of High-Quality Instruction

- Pose purposeful questions
- Active student engagement and collaboration
- Connect mathematical concepts and representations
- Math Journals to document vocabulary and examples
- Individual Student Goal Setting using Competency Scale with reflection time after to compare goal to final mastery level

- In a blended model style, teachers use easy video tools to offer explicit directions that students could use to review goals and directions.
- Ample time to explore and practice with the concept
- Offer ongoing feedback as students are working through the lessons and producing the final product.
- End Product is to create a digital or analog Basic Guide to Geometry
- Grades are Individual not one Grade per Group
- Scaffolding Activities
- Utilize bilingual faculty/support staff
- Use visual context and manipulatives
- Utilize language translation tool such Google Translate
- Intentional diverse teaming among students for peer support

SECD Incorporation (Dispositions - Mindset and Soft Skills)

- Collaborative group supporting each other
- Immersive Reader in Edge Browser Microsoft
- Microsoft Text to Speech
- Additional support from trained support staff
- Collaboration with other students
- Self-reflection
- Resilience and perseverance
- Good citizenship and social responsibilities
- Communication, multiple perspectives
- Student voice and choice in place, pace, and path
- Empathy
- Work ethic

- Creativity
- Allow students opportunities to express their ways of thinking and problem solving
- Promoting and encouraging students to keep an open mindset

Cross-Curricular Collaboration Opportunities

- Math / ELA> Research, Vocabulary, Prefixes, Writing, etc.
- Math / Technology> Research, Learning, Design, etc.
- Math / Art> Design, Expression, Constructing, etc.
- Math / Music> Patterning and etc.

Who might be your collaboration partners?

- Math/ELL/art/music/technology teachers
- Cohort/house leaders/parents/care-takers/ etc.
- Librarian
- Special education teacher
- ELL teacher
- Paras
- Parental supporters
- High school aides

Workflow (Milestones of Learning)

- Students work through daily lessons working with the concepts.
- Students keep a Math journal documenting the vocabulary and examples.
- Allow time for students to Think and Share what they learned about in the daily lesson.
- Make sure the students have sufficient time and support to design their Basic Geometry Guide .

- Allow opportunities for them to share their work and ask for constructive feedback from peers.

Showcase of Student Learning (*End Product*)

- Final product will be a digital or analog Basic Guide to Geometry. It will include, but not be limited to definitions, images, and real life examples.
- It will contain content specific vocabulary.
- It needs to be a sharable or presentable product that may be used by peers or self.

Accommodation/Modification Considerations (*per KSDE guidance*)

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Learning Environment Considerations

On-Site Learning Environment

Technology Access, Collaboration with Educational Peers, Flexibility with interruptions and technology issues, sharing resources with fellow students, share final products with families, school, and community through communication tools already established, reflection time

Hybrid Learning Environment

In-class

- Teach research skills, check-ins to assess progress, instruct how to structure projects. Work on final product

Home/Digital

- Online sessions to apply data to predictions, an extension of collaboration time to discuss data, brainstorm tips Breakout rooms in digital video tools to collaborate
- Use tools that allow collaboration to work on the product
- Ongoing feedback digitally and sessions throughout process
- Share final products with families, school, and community through communication tools already established

Remote Learning Environment

Instructional Consideration:

- Mini-lessons (prerecorded videos or Zoom/ Google Hangout lessons).

Student Practice:

- Handouts/resources are digital (such as Google Docs).
- Provide guidance for parental editing and project suggestions
- Share final products with families, school, and community through communication tools already established
- On-going students check in for progress. This can be done through office hours and/ or ___ dates.

(2-3) Resources:

Online Resources:

SplashLearn:

<https://www.splashlearn.com/>

Prodigy Education:

www.prodigy.com

Tools (textbooks, online resources, manipulatives, nature, and etc.):

How to Build Infographics in Google Slides or PowerPoint: <https://youtu.be/zAtmrfHUqHA>

Google Slides eBook:

<https://www.cultofpedagogy.com/student-e-books/>

Google Slides Comic:

<https://ditchthattextbook.com/infographic-comic-strip-template/>

CO-TEACHING

Instructional Example:

Students explore the science of energy and force, coupled with the arts of storytelling and visual design, to create memorable amusement park ride designs

Competency Codes Addressed:

ELA: ELA.IM.1.1, ELA.IM.1.2

Science: SCI.IM.1.1, SCI.PS.IM.2.3, SCI.PS.IM.2.4

Visual Arts: VA.IM.1.1, VA.IM.1.2, VA.IM. 2.1, VA.IM. 4.1, VA.IM. 4.2, VA.IM. 4.3, VA.IM. 5.1

Elements of High-Quality Instruction

- Pose purposeful, open-ended questions.
- Active student engagement.
- Provide planning documents to help students structure the design process.
- Create structured opportunities for ongoing feedback and reflection as students are planning/creating.
- In a blended model style, teachers use easy video tools to explain concepts, introduce artists or offer explicit directions for media, techniques or processes that students could use for creation
- Pace of learning is student led with teacher check-ins.
- Scaffolding activities.
- Hands on, active learning.
- Using different learning modalities for students: reading passages, videos, images etc.

SECD Incorporation (*Dispositions - Mindset and Soft Skills*)

- Communication skills.
- Self-regulation.
- Growth mindset.
- Problem-solving.
- Soliciting feedback and being an active listener.
- Demonstrating respect for the perspectives of others.
- Collaboration and conflict resolution strategies.
- Goal-setting, planning and organization of time and materials.
- Perseverance.

Elements of Cross-Curricular Collaboration

- Art
- Science
- Engineering Design
- ELA
- Media Arts

Who might be your collaboration partners?

- Classroom/STEAM//Technology Integration Teachers
- Theme Park or Entertainment Venue (arcade, mini golf)
- Engineering Firms
- Parents/community members with training in this field

Workflow (*Milestones of Learning*)

Students:

- Study the topics of energy and force through science activities and then identify these forces/movements in amusement park rides.
- Watch amusement park ride videos and analyze why certain motions/forces were engineered for the theme/story of each ride. Could possibly interview or connect with ride designers or engineers.
- Analyze how artistic choices in ride design (color/pattern, design, scale) tell a story or set a mood for riders. (Responding/Connecting)
- Articulate in planning documents how they will proceed from ideas to creation. Employ the engineering design process to design and test a miniature model of a ride vehicle to withstand a chosen force. (Creating)
- Choose a theme or story for the ride and design artistic elements that contribute to the ride vehicle's design and movement to tell the "story." (Creating)
- Reflect on choices of media, subject, etc. and how they contribute to the work's meaning and value. This can be self-reflection or paired critique or class critique during creation of the project and again after work has been refined. (Creating, Responding)

Showcase of Student Learning (*End Product*)

- Constructed miniature ride vehicle model (paper, cardboard, other art supplies)
- Live demonstration or recording of a ride vehicle model “in action”
- Description of how ride design and chosen story connect to chosen force(s) to create a cohesive ride experience
- Design layout board (drawn or digitally created) for a “pitch” to the theme park company for a new ride. The layout should show a color scheme and imagery chosen to enhance the ride story/theme (Creating)
- Artist statement or presentation (written, spoken or recorded) to accompany the design board that explains the “pitch” of how design choices (color, shape, pattern, etc.) were made and how they contribute to visually telling the ride story/theme (Presenting)

Accommodation/Modification Considerations (*per KSDE guidance*)

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Progression Toward Mastery

Refer to KSDE competency rubrics to monitor student progression toward mastery of each competency through multiple exposures. Level 3 is considered mastery of a competency. Rubrics show progression toward mastery with the levels of learning (1, 2, 3, 4)

Learning Environment Considerations

On-Site Learning Environment

- Ability for students to collaborate in person: cooperative groups with individual accountability/grading or individual work
- Building schedule to accommodate teacher collaboration and co-teaching

Hybrid Learning Environment

- Part cooperative groups when at school and part individual when remote - Where and how will instruction be delivered? Where and how will creation occur?
- Ways to communicate timeline and help students track work progress to deadline
- Availability of supplies and/or digital media to create and submit artwork in each setting

Remote Learning Environment

- May need more time/support to complete individually
- Ways to communicate timeline and help students track work progress to deadline
- Availability of supplies and/or digital media to create and submit artwork
- Alternate materials at home could include Legos, blocks, recyclables and other materials not available at school. Providing a wide range of choices and examples is essential to accommodate individual student resources.

(2-3) Resources:

Imagineering

<https://disneyimagination.com/about-imagination/about-imagineering/>

STEM Roller Coaster Challenge

<https://www.vivifystem.com/blog/2019/10/24/thrilling-stem-activities-for-kids-roller-coaster-challenge>

Counseling Lesson Plans

CO-TEACHING

Instructional Example:

Bullying Prevention

Competencies Addressed:

ELA: ELA.IM 2.1

SECD: SECD.IM 1.3, SECD.IM 1.4, SECD.IM 1.5, SECD.IM 1.6, SECD.IM 1.7, SECD.IM 2.1, SECD.IM 2.5, SECD.IM 3.3, SECD.IM 4.3, SECD.IM 4.7, SECD.IM 6.1, SECD.IM 6.2, SECD.IM 6.3, SECD.IM 6.4, SECD.IM 6.5

Elements of High-Quality Instruction

- Clearly define roles and responsibilities and plan together
- Discuss the big picture issues or critical concepts that lead into differentiated activities and assessments
- Reflect on practices and make changes for future lessons
- Model and practice skills
- Model high-quality student-to-student conversations
- Ask and answer open-ended questions
- Students participate in collaborative work with peers
- Technology Integration

SECD Incorporation (*Dispositions - Mindset and Soft Skills*)

- Self-regulation
- Communication
- Role-playing
- Problem-solving
- Verbal and non-verbal cues
- Listening
- Conflict resolution
- Elements of Collaboration

Who might be your collaboration partners?

- Classroom Teachers
- Counselors
- Specials (PE, Music, Art, Theater, etc)
- Community Members
- Multiple content/subject areas
- SPED
- Classroom Teachers
- Counselors
- Specials (PE, Music, Art, Theater, etc)
- Community Members
- Multiple content/subject areas
- Parents/caregivers
- SPED

Workflow (*Milestones of Learning*)

- Present a major concept/question
 - What is bullying?
- Have smaller activities, stations, etc for students to work through to gain a better understanding of the concepts
 - Types of bullying (physical, emotional, mental, exclusion, cyberbullying, etc.)
 - Roles (bully, bystander, victim)
 - Difference between telling and reporting (asking for help)
 - Practice scenarios/role-plays
 - Apply strategies for effective response to bullying
- Students create a scenario of a common bullying situation with an appropriate solution to role-play for the class or other project to display their learning.
- Students may work with one or both teachers

Showcase of Student Learning (*End Product*)

Scenario role-play

Digital (Google Slides, PicCollage, SeeSaw, Google Draw, Book Creator, etc.)

By Hand (poster, story, etc.)

Video Creation - Using Various platforms (iMovie, FlipGrid, Green Screen, etc.)

Accommodation/Modification

Considerations *(per KSDE guidance)*

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Refer to KSDE competency rubrics to monitor student progression toward mastery of each competency through multiple exposures. Level 3 is considered mastery of a competency. Rubrics show progression toward mastery with the levels of learning (1, 2, 3, 4)

Learning Environment Considerations

On-Site Learning Environment

- Building schedule to accommodate teacher collaboration and co-teaching
- Ability for students to collaborate in person: cooperative groups with individual accountability or individual work

Hybrid Learning Environment

On-site:

- Teacher guided discussions regarding “What is bullying”.
- Teacher checkpoints with students on their understanding of bullying and scenario development.
- Small group/individual help.

Home:

- Technology and/or a format for students to collaborate digitally.
- Availability of a family member to work on a scenario and role-play.
- Provide a print and digital guide for students and parents.
- Set office hours conducive to parent/caregiver work schedules for answering questions.

Remote Learning Environment

- Technology and/or a format for students to collaborate and respond digitally.
- Teacher created playlist of videos and sites regarding bullying prevention for student and parent/caregiver.
- Set office hours conducive to parent/caregiver work schedules for answering questions.
- On-going teacher check-in for progress.

(2-3) Resources:

NETSMARTZ

<https://www.missingkids.org/netsmartz/home>

National Bullying Prevention Center

<https://www.pacer.org/bullying/resources/sites-for-kids-and-teens.asp>

Bullying. No Way!

<https://bullyingnoway.gov.au/resources/videos/pages/videoplayer.aspx?VideoID=183>

INQUIRY LEARNING/PROJECT-BASED LEARNING

Instructional Example:

Employability Skills

Competency Codes Addressed:

ELA: ELA.IM 2.2, ELA.IM 4.3, ELA.IM 4.4

SECD: SECD.IM 1.1, SECD.IM 1.2, SECD.IM 1.4, SECD.IM 2.3, SECD.IM 2.4, SECD.IM 2.5, SECD.IM 2.6, SECD.IM 2.7, SECD.IM 2.8, SECD.IM 3.3, SECD.IM 3.4, SECD.IM 3.5, SECD.IM 3.6, SECD.IM 4.5, SECD.IM 4.6, SECD.IM 4.7, SECD.IM 4.8, SECD.IM 4.9, SECD.IM 4.10, SECD.IM 5.2, SECD.IM 5.3, SECD.IM 5.4, SECD.IM 6.6

Elements of High-Quality Instruction

- Interest Inventory
- Model and practice skills
- Model high-quality student-to-student conversations
- Ask and answer open-ended questions
- Students participate in collaborative work with peers
- Technology Integration

SECD Incorporation (*Dispositions - Mindset and Soft Skills*)

- Student collaboration
- Team Building
- Time-Management
- Perseverance
- Communication

Elements of Collaboration

- Classroom teachers
- Specials
- Student Support Teams
- ELL Teachers
- SPED
- Community
- Field Experts

Who might be your collaboration partners?

- Classroom teachers
- Specials
- Student Support Teams
- ELL Teachers
- SPED
- Community
- Field Experts
- Parents/caregivers

Workflow (*Milestones of Learning*)

- Driving question introduced:
 - What influences career choice?
- Students complete an interest inventory
- Students explore:
 - What job is best for me based on my interests and strengths?
 - What are my job responsibilities?
 - What skills are important for this job?
 - What education or training do I need?
 - What do I get paid?
- Students create a final project about a career of their choice based on their strengths, interests, and research.

Showcase of Student Learning (*End Product*)

- Digital (Google Slides, PicCollage, PPT, Google Draw, Book Creator, etc.)
- By Hand (poster, drawing, etc.)
- Video Creation - Using Various platforms (iMovie, FlipGrid, Green Screen, etc.)

Accommodation/Modification Considerations (*per KSDE guidance*)

As you plan your instructional frameworks for the various learning environments, consideration for students who will need access to instruction that will prepare them to meet, achieve or exceed grade-level competencies should be a priority. To access and address gaps, deficiencies and exceptionalities, some students will require additional support through specially designed instruction and/or tiered systems of support.

Progression Toward Mastery

Refer to KSDE competency rubrics to monitor student progression toward mastery of each competency through multiple exposures. Level 3 is considered mastery of a competency. Rubrics show progression toward mastery with the levels of learning (1, 2, 3, 4)

Learning Environment Considerations

On-Site Learning Environment

- Building schedule to accommodate teacher collaboration and co-teaching
- Students do initial interest inventory.
- Teacher guided discussions regarding interpretation of interest inventory results.
- Teacher guided discussion about career clusters/domains.
- Ability for students to collaborate in person: cooperative groups with individual accountability or individual work.
- When on-site, be intentional about teaching students how to research and use age appropriate online resources.

Hybrid Learning Environment

On-site:

- Students do initial interest inventory.
- Teacher guided discussions regarding interpretation of interest inventory results.
- Teacher guided discussion about career clusters/domains.
- Teacher checkpoints with students on their projects.
- Small group/individual help for project completion.

Home:

- Teacher creates a playlist of research sites for students.
- Teacher provides guiding questions based on interest inventory.
- Teacher provides a graphic organizer in addition to a print and digital project guide for students and parents/caregivers with links.
- Set office hours conducive to parents/caregivers work schedules for answering questions.

Remote Learning Environment

- Prerecorded mini lessons, collection of print and digital resources for students to explore at home
- Small group interactive technology sessions to help students and parents/caregivers structure their project steps
- Format for final projects to be shared online.
- Provide a graphic organizer in addition to a print and digital project guide for students and parents/caregivers.
- Set office hours conducive to parents/caregivers work schedules for answering questions.

(2-3) Resources:

U.S. Bureau of Labor Statistics

<https://www.bls.gov/>

Virginia Career View

<https://vacareerview.org/k5/check-it/kids-search/index.cfm>

Career Interest Explorer

https://www.cfnc.org/static/pdf/home/sc/pdf/Elem_Career_Interest_Explorer.pdf

Which Careers Match Your Skills?

<http://www.educationplanner.org/students/career-planning/find-careers/careers.shtml>

BLENDED LEARNING

Instructional Example:

Study Skills

Competency Codes Addressed:

ELA: ELA.IM 2.1, ELA.IM 2.2

SECD: SECD.IM 1.1, SECD.IM 1.2, SECD.IM 1.4, SECD.IM 2.3, SECD.IM 2.4, SECD.IM 2.5, SECD.IM 2.6, SECD.IM 2.7, SECD.IM 2.8, SECD.IM 3.3, SECD.IM 3.4, SECD.IM 3.5, SECD.IM 3.6, SECD.IM 4.5, SECD.IM 4.6, SECD.IM 4.7, SECD.IM 4.8, SECD.IM 4.9, SECD.IM 4.10, SECD.IM 5.2, SECD.IM 5.3, SECD.IM 5.4, SECD.IM 6.6

Elements of High-Quality Instruction

- Scaffold student thinking/learning through videos, direct teaching, and assessment of final project
- Student has voice and choice in place, pace and path of learning
- Provide time for student-teacher conversations and check-ins
- Incorporate consistent and tight feedback loops

SECD Incorporation (*Dispositions - Mindset and Soft Skills*)

- Identify personal strengths and weaknesses
- Achieve school goals
- Perseverance
- Communication
- Ownership of learning and outcomes
- Growth Mindset

Elements of Collaboration

- Classroom teachers
- Specials
- Student Support Teams
- ELL Teachers
- SPED
- Community
- Field Experts

Who might be your collaboration partners?

- Classroom teachers
- Specials
- Student Support Teams
- ELL Teachers
- SPED
- Community
- Field Experts
- Parents/caregivers

Workflow (*Milestones of Learning*)

- Have smaller activities, stations, etc. for student to work through to gain a better understanding age appropriate study skills
 - Organization
 - Time management
 - Prioritization
 - Assertiveness (asking for help)
 - Listening skills
 - Goal setting
 - etc.
- Students collaborate with others to create a commercial for a product to increase highlighted study skills
- Student is given scaffolds to support learning/thinking
- Student has voice and choice in place, pace

and path of learning

- Teacher is monitoring student progress through check-ins, feedback cycles and assessment
- Students progress through learning goals at their own pace with support from the teacher

Showcase of Student Learning (*End Product*)

- Digital (Google Slides, PicCollage, PPT, Google Draw, Book Creator, etc.)
- By Hand (poster, drawing, etc.)
- Video Creation - Using Various platforms (iMovie, FlipGrid, Green Screen, etc.)

Accommodation/Modification

Considerations (*per KSDE guidance*)

As you plan your instructional frameworks for the various learning environments, consideration for students who will need access to instruction that will prepare them to meet, achieve or exceed grade-level competencies should be a priority. To access and address gaps, deficiencies and exceptionalities, some students will require additional support through specially designed instruction and/or tiered systems of support.

Progression Toward Mastery

Refer to KSDE competency rubrics to monitor student progression toward mastery of each competency through multiple exposures. Level 3 is considered mastery of a competency. Rubrics show progression toward mastery with the levels of learning (1, 2, 3, 4).

Learning Environment Considerations

On-Site Learning Environment

- Building schedule to accommodate teacher collaboration
- Ability for students to collaborate in person: cooperative groups with individual accountability or individual work
- When on-site, be intentional about allowing students in cooperative groups time to build their end product
- Provide a graphic organizer or playlist to guide project completion

Hybrid Learning Environment

On-site:

- Teacher checkpoints with students on their projects.
- Small group/individual help for project completion.

Home:

- Prerecorded mini lessons, collection of print and digital resources for students to explore at home
- Small group interactive technology sessions to help students and parents/caregivers structure their project steps
- Format for final projects to be shared online.
- Provide a graphic organizer in addition to a print and digital project guide for student and parent/caregiver.
- Set office hours conducive to parents/caregivers work schedules for answering questions.

Remote Learning Environment

- Prerecorded mini lessons, collection of print and digital resources for students to explore at home
- Small group interactive technology sessions to help students and parent/caregivers structure their project steps
 - Determine individualized contributions to the final project
- Format for final projects to be shared online.
- Provide a graphic organizer in addition to a print and digital project guide for student and parent/caregiver.
- Set office hours conducive to parents/caregivers work schedules for answering questions.

(2-3) Resources:

Study Skills for Students

<https://www.educationcorner.com/study-skills.html#:~:text=Active%20listening%2C%20reading%20comprehension%2C%20notetaking,study%20skills%20guides%20for%20students>

Persuasive Writing Graphic Organizers

<https://www.scholastic.com/teachers/blog-posts/genia-connell/graphic-organizers-opinion-writing/>

Creative Video Project Ideas for Students

<https://biteable.com/blog/creative-video-project-ideas-for-students/>

Instructional Example:

Self-Care/Coping Strategies

Competency Codes Addressed:

SECD: SECD.IM 2.7, SECD.IM 3.2, SECD.IM 4.1, SECD.IM 6.5

SECD Incorporation (*Dispositions - Mindset and Soft Skills*)

- Curated list of appropriate resources by the teacher
- Responsibility shifts from the teacher to the student
- Voice/Choice, Pace/Place
- Elements of High- Quality Instruction
- Self-regulation skills
- Communication
- Problem solving
- Perseverance
- Growth mindset

Elements of Collaboration

- **Music:** mood, tonality
- **PE:** Movement (yoga, breathing, dance)
- **Art:** Mood, Message,
- **Library/Media:** Poetry, Journaling
- **Technology:** Digital Citizenship
- **Counselor:** Understanding Emotions, emotion awareness

Who might be your collaboration partners?

- Teachers of:
 - Music
 - PE
 - Art
 - Library
 - Technology
 - Counselor
 - SPED
 - ELL
- Classroom Teachers

Workflow (*Milestones of Learning*)

- Prior Knowledge
- Emotions (happy, sad, scared, mad, frustrated)
- Elements of art (color, line, shape, textures)
- Expressive Markings - (forte, piano, major, minor)
- Big concept (counselor) - Manage emotions
- Comfortable vs uncomfortable feelings/emotions.
- Triggers
- What helps you feel calm?
- Each collaboration partner (specials teacher) then brainstorms coping strategies and forms of expression applicable to their content

Showcase of Student Learning (*End Product*)

- **Art:** Narrative or Portrait; Realistic or Abstract or Non-Objective
- **Music:** Music that fits their mood, create movement to convey feelings
- **Counselor:** Visual creation of 3 strategies, Create an emotional playlist for each emotions
- **Library/Media:** Journal, Digital Blog
- **Technology:** Blog, Vlog
- **PE:** Exercise, interpretive dance, movement

Accommodation/Modification

Considerations (*per KSDE guidance*)

As you plan your instructional frameworks for the various learning environments, consideration for students who will need access to instruction that will prepare them to meet, achieve or exceed grade-level competencies should be a priority. To access and address gaps, deficiencies and exceptionalities, some students will require additional support through specially designed instruction and/or tiered systems of support.

Progression Toward Mastery

Refer to KSDE competency rubrics to monitor student progression toward mastery of each competency through multiple exposures. Level 3 is considered mastery of a competency. Rubrics show progression toward mastery with the levels of learning (1, 2, 3, 4)

Learning Environment Considerations

On-Site Learning Environment

- Building schedule to accommodate teacher collaboration
- Art Show - display artwork
- Dance Showcase
- When on-site, be intentional about teaching students about copyright.

Hybrid Learning Environment

On-site:

- Explore different ways to use content area skills for coping strategies
- When on-site, be intentional about teaching students about copyright.

Home:

- Access to digital instructional tools (internet, device, etc.)
- Transportation of materials and tools to/from school when needed

Remote Learning Environment

- Access to materials and tools
- Availability for coaching and feedback (pace of learning/exploration)
- Communication - ability for teacher to observe student process and for student to articulate learning/progress
- Online Art Show
- Morning Emotion Check-In
- Mood Music/Emotion playlist
- "Talent show" - created video - Public Domain only
- Digital and print copy of definition of copyright and copyright laws

(2-3) Resources:

Eighteen Coping Skills and Activities

<https://www.thehelpfulcounselor.com/18-coping-skills-strategies-for-children-and-teens/>

Copyright and Creativity for Ethical Digital Citizens: Elementary Curriculum

<https://www.copyrightandcreativity.org/elementary-school/>

Art Lesson Plans

INTERMEDIATE VISUAL ARTS COMPETENCIES

The following ten visual art competencies have been created as a guide for art educators in the case of a disruption and/or transition to a remote learning environment. These competencies are derived from the National and State Visual Art Standards and are put forth as a guiding agent during lesson design. These can be used during any phase of the 2020-21 school year and are measurements of student learning through competency based instruction. These are not checklists, but instead statements that guide instruction and provide students with voice and choice in place, pace and path.

Instructional Design

The four different process components to instructional design for art educators can be utilized with a wide range of instructional models such as blended/flipped learning, personalized learning, co-teaching, inquiry/project-based learning and nature-based instruction. We recommend that visual art teachers begin the 2020-21 school year utilizing some form of blended learning that supports exploration in the four domains and allows for easier transitions between learning environments throughout the year as needed. Students should be comfortable with the use of available technology and its use in daily routines in the event of a disruption.

- **CREATING:** conceiving and developing new artistic ideas and work - VA.IM.1.1, 1.2 and 2.1
 - **Investigate:** Examine the details of artistic works to discover facts and information.
 - **Plan:** Select and develop artistic ideas for defined purposes and contexts.
 - **Make:** Create works of art to express artistic ideas.
 - **Reflect:** Identify the relationships of artworks to the artist, viewer, and larger audience.
 - **Refine:** Recognize and create ways to improve upon existing artistic works or ideas
- **PRESENTING:** interpreting and sharing artistic work VA.IM.3.1 and 3.2
 - **Select:** Choose varied works of art to present based on interest, knowledge, skill, and context.
 - **Analyze:** Determine the structure and context of various works of art and their implications for presentation.
 - **Share:** Discover ways to collaborate with others through the use of artistic ideas, processes, and context
- **RESPONDING:** understanding and evaluating how the arts convey meaning VA.IM.4.1, 4.2 and 4.3
 - **Perceive:** Understand artistic ideas and purposes.
 - **Analyze:** Determine how the structure and context of various artistic works inform the response.
- **Interpret:** Support interpretations of artistic works that reflect the artist's expressive intent.
- **CONNECTING:** Relating artistic ideas and work with personal meaning and external context VA.IM.5.1 and 5.2
 - **Synthesize:** Combine artistic ideas to produce new meanings.
 - **Relate:** Connect artistic ideas and processes to artist intent and context.

Instructional Lesson Examples

Lesson examples were intentionally created to be broad in nature in order to be applicable to as many school environments as possible, regardless of available technology, resources and logistics. Teachers can adapt and focus breadth of study while still using the framework as a starting point. The intention is to think critically and creatively about lesson design to provide student voice and choice, place and path while developing both artistic behaviors and content knowledge.

CO-TEACHING

Instructional Example:

Links between History, Story and Visual Communication

Students explore the way illustrations and/or historical artworks communicate messages to the viewer such as: stories, history, culture, and propaganda.

Competency Codes Addressed:

ELA: ELA.IM.1.1, ELA.IM.1.2

HGSS: HGSS.IM.1.1, HGSS.IM.1.2

Visual Arts: VA.IM.1.1, VA.IM.2.1, VA.IM.4.1, VA.IM.4.2, VA.IM.4.3, VA.IM.5.1, VA.IM.5.2

Elements of High-Quality Instruction

- Pose purposeful, open-ended questions.
- Provide graphic organizers to help students record, organize and clarify their ideas.
- Active student engagement.
- In a blended model style, teachers could use easy video tools to explain concepts, introduce artists, model the process of art criticism or offer explicit directions/demonstrations for media, techniques or processes that students could use for creation.
- Offer ongoing feedback as students are creating.
- End product involves high level of student choice and is relevant (connection to self and world).

SECD Incorporation (*Dispositions - Mindset and Soft Skills*)

- Communication skills
- Self-regulation
- Growth mindset
- Problem-solving

- Soliciting feedback and being an active listener
- Demonstrating respect for the perspectives of others
- Collaboration and conflict resolution strategies
- Goal-setting, planning and organization of time and materials
- Perseverance

Elements of Collaboration

- Art
- Humanities (ELA/Social Studies)
- Library Media/Technology

Who might be your collaboration partners?

- Classroom Teachers, Librarian, Technology Integration Specialist
- Museums
- Author/Illustrators

Workflow (*Milestones of Learning*)

Students will:

- Interpret and analyze how artistic choices communicate a message or information in the artwork. Artworks for study could be book illustrations for a literature connection or historical paintings, political cartoons, propaganda etc. for social studies connections. (Responding/Connecting)
- Apply historical/social/cultural context to artistic ideas/works they are analyzing and/or creating. (Responding/Connecting)
- Create their own illustration/artwork to communicate a self-selected idea, message or story. (Creating)

Showcase of Student Learning (*End Product*)

- Written/spoken/recorded criticism of a text illustration or a historical artwork where the student(s) (individually or collaboratively) perceive, analyze and interpret the artwork
- Student artwork or illustration
- Artist statement explaining how artist choices (media, composition, symbols, etc.) effectively communicated the artist's intended message

Accommodation/Modification

Considerations (*per KSDE guidance*)

As you plan your instructional frameworks for the various learning environments, consideration for students who will need access to instruction that will prepare them to meet, achieve or exceed grade-level competencies should be a priority. To access and address gaps, deficiencies and exceptionalities, some students will require additional support through specially designed instruction and/or tiered systems of support.

Progression Toward Mastery

Refer to KSDE competency rubrics to monitor student progression toward mastery of each competency through multiple exposures. Level 3 is considered mastery of a competency. Rubrics show progression toward mastery with the levels of learning (1, 2, 3, 4).

Learning Environment Considerations

On-Site Learning Environment

- Ability for students to collaborate in person to analyze artwork.
- Building schedule to accommodate teacher collaboration and co-teaching.

Hybrid Learning Environment

- Ability for students to collaborate via digital platforms and/or in person to analyze artwork.
- Availability of fair use images and text for analysis/use outside of the classroom.
- Ways to communicate timeline and help students track work progress to deadline
- Availability of supplies and/or digital media for learning, creating and/or submitting artwork when not in class. Where and how will instruction be delivered? Where and how will creation occur?

Remote Learning Environment

- Ability for students to collaborate via digital platforms to analyze artwork.
- Availability of fair use images and texts for analysis/use remotely.
- Ways to communicate timeline and help students track work progress to deadline.
- Availability of supplies and/or digital media for learning, creating and submitting artwork.
- Alternate materials at home could include Legos, blocks, toys, found objects recyclables and other materials not available at school. Providing a wide range of choices and examples is essential to accommodate individual student resources.

(2-3) Resources:

Illustrator Interviews:

<https://www.thechildrensbookreview.com/topic/interviews/illustrator-interviews>

Smithsonian - National Museum of the American Indian:

<https://americanindian.si.edu/>

Smart History - Art History Resource (for teachers): <https://smarthistory.org/our-board/>

Stories and Art - Frist Kids Art Quest Video:

<http://fristkids.org/activities-video>

PBL/INQUIRY

Instructional Example:

How can art change communities?

Students explore the role of art in the world around us, focusing on public art installations, what and how they communicate through symbols, text

Competency Codes Addressed:

Visual Arts: VA.IM.1.1, VA.IM.1.2, VA.IM.2.1, VA.IM.3.1, VA.IM.3.2, VA.IM.4.1, VA.IM.4.2, VA.IM.4.3, VA.IM.5.1, VA.IM.5.2

Elements of High-Quality Instruction

- Pose purposeful, open-ended questions
- Active student engagement
- In a blended model style, teachers use easy video tools to explain concepts, introduce artists or offer explicit directions for media, techniques or processes for creation
- Provide planning documents to help students structure the design process
- Offer ongoing feedback as students are creating
- End product involves a high level of student choice Relevant student connections (self and world)

SECD Incorporation (*Dispositions - Mindset and Soft Skills*)

- Communication skills
- Self-regulation
- Growth mindset
- Problem-solving
- Soliciting feedback and being an active listener
- Demonstrating respect for the perspectives of others

- Collaboration and conflict resolution strategies
- Goal-setting, planning and organization of time and materials
- Perseverance

Elements of Collaboration

School/community partners could provide information about the sites for which you are designing, and the ideas/messages they think could be reflected in the work.

Who might be your collaboration partners?

- School administrators
- Community partners
- Caregivers or family at home

Workflow (*Milestones of Learning*)

Students:

- Engage in the process of art criticism to perceive and analyze public artworks and art forms. Students will interpret intent and meaning, by connecting to knowledge and experience, while evaluating the art based on various criteria. Possible connections could include: sculpture, murals, temporary artwork, graffiti, artwork in/around businesses, etc. (Responding/Connecting)
- Identify exhibit space(s) in the school or community and investigate possibilities and limitations of a space for artwork. (Presenting)
- Design an artwork for their school/community, selecting a message it will communicate, as well as media and imagery that will be effective in communication. Employ brainstorming strategies and

thumbnail sketches to help structure planning.

- This could be a miniature paper model, cardboard, air dry clay or paper mache sculpture, drawing, painting, etc.
- One could also create a digital rendering of what the artwork would look like in the space (layer photo of artwork over photo of site) or create a paper “room” or “space” that shows the artwork’s scale compared to site.
- Alternatively, an actual large-scale collaborative artwork(s) could be created in the space(s) (tape mural, chalk drawing, mural on roll paper, etc.). (Creating)
- Reflect on choices of media, subject, etc. and how they contribute to the work’s meaning and value. How will your work transform its location/community viewers? Self-reflection, peer critique or class critique during creation of the project and again after work has been refined. (Responding/Connecting)
- Explore preservation considerations for artwork. Analyze the various considerations for presenting and protecting art in this location. (Presenting)

Showcase of Student Learning (*End Product*)

- Written/spoken/recorded criticism of public art/artist example(s) viewed in class
- Miniature public artwork (sculpture, drawing, painting, digital or other media) or full scale collaborative artwork (tape, chalk, paint, sculpture, etc.).
- Artist statement where students reflect on how materials, process and presentation

were guided by site-specific conditions. This could be spoken, written or recorded. Students will also analyze preservation needs if the artwork was to be built full scale in the space.

Accommodation/Modification Considerations *(per KSDE guidance)*

As you plan your instructional frameworks for the various learning environments, consideration for students who will need access to instruction that will prepare them to meet, achieve or exceed grade-level competencies should be a priority. To access and address gaps, deficiencies and exceptionalities, some students will require additional support through specially designed instruction and/or tiered systems of support.

Progression Toward Mastery

Refer to KSDE competency rubrics to monitor student progression toward mastery of each competency through multiple exposures. Level 3 is considered mastery of a competency. Rubrics show progression toward mastery with the levels of learning (1, 2, 3, 4).

Learning Environment Considerations

On-Site Learning Environment

- Consider available space and materials for large scale or miniatures
- Possible grouping of students for collaboration
- Alternate plans for weather if an outdoor location is used

Hybrid Learning Environment

- Available space, technology and materials to learn, create and submit artwork - Where and how will instruction be delivered? Where and how will creation occur?
- Creation could be individual or collaborative. If collaborative, how will you support communication of group members when part of the learning is occurring asynchronously?
- Ways to communicate timeline and help students track work progress to deadline

Remote Learning Environment

- Increase relevance by designing for the home environment/neighborhood
- Creation would be individual OR collaborative with family/caregivers
- Alternate materials at home could include Legos, blocks, toys, found objects, recyclables and other materials not available at school. Providing a wide range of choices and examples is essential to accommodate individual student resources.
- Ways to communicate timeline and help students track work progress to deadline.

(2-3) Resources:

Frist Kids - Art Quest videos for public art, inspiration in public art, scale, etc.:

<http://fristkids.org/activities-videos>

How to Look at Public Art: A Six Year Old

Explains: <https://www.americansforthearts.org/by-topic/public-art/how-to-look-at-public-art-a-six-year-old-explains>

BLENDDED LEARNING

Instructional Example:

Museum Studies

Students engage in a combination of online, self-paced and synchronous teacher-led learning activities to reflect on museum design and how it contributes to the understanding of artwork before creating museum exhibits of their own.

Competency Codes Addressed:

ELA: ELA.IM.1.1, ELA.IM.1.2, ELA.IM.2.1, ELA.IM.2.2

VisualArts: VA.IM.1.1, VA.IM.1.2, VA.IM.3.1, VA.IM.3.2

Elements of High-Quality Instruction

- In blended learning, a carefully curated list of digital resources and provided independent work time can be used to guide student learning at individualized pace/place. This frees the teacher to focus on questions, feedback and coaching. The teacher facilitates portions of synchronous learning throughout the lesson/unit as well. This could be done on a teacher website, Portaportal.com, Padlet or other technology.
- Teachers must thoughtfully consider which elements of the lesson/unit are best done synchronously with the whole group and which could be best accomplished asynchronously with the digital resources.

SECD Incorporation (*Dispositions - Mindset and Soft Skills*)

- Communication skills
- Self-regulation
- Growth mindset
- Problem-solving
- Soliciting feedback and being an active listener
- Demonstrating respect for the perspectives of others
- Collaboration and conflict resolution strategies
- Goal-setting, planning and organization of time and materials
- Perseverance

Elements of Collaboration

- **ELA Teachers:** Communicating opinions in writing and writing to inform/express themselves is woven into the showcase of student learning. This can serve as evidence of growth in artistic thought/reasoning as well as written communication.
- Collaboration partners may support student learning in various places or times, since the class is not always learning synchronously with one teacher.

Who might be your collaboration partners?

- Classroom teachers
- Paras/co-teacher
- Caregivers or family at home

Workflow (*Milestones of Learning*)

Students:

- Explore the ways artwork is presented and preserved (galleries, museums, public/private collections, digitally) and reflect on the unique characteristics of the setting (design, benefits/limitations). Instructional resources can include websites like Google Art and Culture, museum videos and virtual tours, and images of art in various settings. (Presenting)
- In order for students to analyze how artworks are grouped to enhance meaning, possible topics/vocabulary for review include:
 - Media
 - Subject (still life, portraits, landscape, abstract, non objective, etc.)
 - 2-D/3-D
 - Historical Time Period or Style
 - World Region/Culture
- Engage in discussions with classmates about student impressions is important to seeing how others viewed the same space in different ways. (Connecting, Responding)
- Watch video demonstrations for ways to create their own mini gallery (digital, folded paper "room" or other model), then select and curate artworks for an exhibit. These artworks can be reproductions of famous works or originals of their own creation.
- Articulate in planning documents how they will proceed from ideas to creation. (Creating)
- Reflect upon how the gallery design and the way works were grouped/presented communicates the meaning or message of

the exhibit. (Presenting)

Showcase of Student Learning *(End Product)*

- Written/digital “postcard” to family members from the museum the students learned about. This should include a written summary of how the collection was grouped/organized, presented, and unique features of the exhibit space, as well as a sketch or digital image.
- Mini gallery with artwork reproduction or originals of their own creation.
- Artist statement where students reflect on how exhibit collection and gallery design are linked. This could be spoken, written or recorded.

Accommodation/Modification Considerations *(per KSDE guidance)*

As you plan your instructional frameworks for the various learning environments, consideration for students who will need access to instruction that will prepare them to meet, achieve or exceed grade-level competencies should be a priority. To access and address gaps, deficiencies and exceptionalities, some students will require additional support through specially designed instruction and/or tiered systems of support.

Progression Toward Mastery

Refer to KSDE competency rubrics to monitor student progression toward mastery of each competency through multiple exposures. Level 3 is considered mastery of a competency. Rubrics show progression toward mastery with the levels of learning (1, 2, 3, 4).

Learning Environment Considerations

On-Site Learning Environment

- Available space, technology and materials to learn, create and submit artwork.
- Which activities will be delivered asynchronously and which will be synchronous?
- Creation could be individual or collaborative.
- Ways to communicate timeline, help students organize their learning and track work progress to deadline.

Hybrid Learning Environment

- Available space, technology and materials to learn, create and submit artwork
- Creation could be individual or collaborative. If collaborative, how will you support communication of group members when part of the learning is occurring asynchronously?
- Ways to communicate timeline, help students organize their learning and track work progress to deadline

Remote Learning Environment

- Available space, technology and materials to learn, create and submit artwork
- Can some activities be delivered synchronously online?
- Creation could be individual but reflection possibly collaborative. If collaborative, how will you support communication asynchronously or synchronously online?
- Ways to communicate timeline, help students organize their learning and track work progress to deadline.

(2-3) Resources:

How does the Met Decide How and Where to Hang the Art? - Metropolitan Museum:

<https://www.metmuseum.org/art/online-features/metkids/videos/MetKids-How-does-the-Met-decide-how-and-where-to-hang-the-art>

Curating An Exhibit - Victoria Art Gallery:

<https://youtu.be/yDaY6KraDW0>

Museum Inside Out: The Exhibition Designer - Milwaukee Art Museum:

<https://youtu.be/yPl4vamFRpc>

Instructional Example:

Self-Care/Coping Strategies and Art

Competency Codes Addressed:

SECD: SECD.IM 2.7, SECD.IM 3.2, SECD.IM 4.1, SECD.IM 6.5

Elements of High-Quality Instruction

- Curated list of appropriate resources by the teacher.
- Responsibility shifts from the teacher to the student.
- Voice/choice, pace/place

SECD Incorporation (*Dispositions - Mindset and Soft Skills*)

- Self-regulation skills
- Communication
- Problem solving
- Perseverance
- Growth mindset

Elements of Collaboration

- **Music:** Mood, tonality
- **PE:** Movement (yoga, breathing, dance)
- **Art:** Mood, Message
- **Library/Media:** Poetry, Journaling
- **Technology:** Digital Citizenship
- **Counselor:** Understanding Emotions, emotion awareness

Who might be your collaboration partners?

Teachers of:

- Music
- PE
- Art
- Library
- Technology

Counselor

- Special Education
- ESL

Workflow (*Milestones of Learning*)

- Big concept (counselor): Manage emotions
 - Counselor will teach a lesson about feelings/emotions.
 - How do they make you feel?
 - Comfortable vs uncomfortable feelings/emotions.
 - How do you know the difference?
 - What helps you feel calm?
- Each content then introduces their content (lenses) to look at these
 - Prior Knowledge:
 - Emotions (happy, sad, scared, mad, frustrated)
 - Elements of art (color, line, shape, textures)
 - Expressive Markings - (forte, piano, major, minor)

Showcase of Student Learning (*End Product*)

- **Art:**
 - Narrative or portrait
 - Realistic or abstract or nonobjective
- **Music:**
 - Music that fits their mood.
 - Create movement to convey feelings
- **Counselor:**
 - Visual creation of three strategies.
 - Create an emotional playlist for each emotions.
- **Library/Media:**
 - Journal
 - Digital blog
- **Technology:**
 - Blog
 - Vlog

Accommodation/Modification

Considerations (*per KSDE guidance*)

As you plan your instructional frameworks for the various learning environments, consideration for students who will need access to instruction that will prepare them to meet, achieve or exceed grade-level competencies should be a priority. To access and address gaps, deficiencies and exceptionalities, some students will require additional support through specially designed instruction and/or tiered systems of support.

Progression Toward Mastery

Refer to KSDE competency rubrics to monitor student progression toward mastery of each competency through multiple exposures. Level 3 is considered mastery of a competency. Rubrics show progression toward mastery with the levels of learning (1, 2, 3, 4),

Learning Environment Considerations**On-Site Learning Environment**

- Art Show: Display artwork.
- Dance Showcase.

Hybrid Learning Environment

- Copyright.
- Access to digital instructional tools (internet, device, etc.).
- Transportation of materials and tools to/from school when needed.

Remote Learning Environment

- Access to materials and tools.
- Availability for coaching and feedback (pace of learning/exploration).
- Communication - ability for teacher to observe student process and for student to articulate learning/progress.
- Online Art Show.
- Morning Emotion Check-In.
- Mood Music/Emotion playlist.
- "Talent show" - created video - Public Domain only.
- Copyright.

PERSONALIZED LEARNING

Instructional Example:

Students explore art topics as a way to generate ideas for creating personally significant work.

Student interests and individual skill level will drive personal selection of artist or time period from teacher-curated resources. Students will generate ideas, choose and experiment with media, practice and develop skill, and refine ideas through feedback and peer critique.

Competency Codes Addressed:

Visual Arts: VA.IM.1.1, VA.IM.1.2, VA.IM.2.1, VA.IM.3.1, VA.IM.3.2, VA.IM.4.1, VA.IM.4.2, VA.IM.4.3, VA.IM.5.1, VA.IM.5.2

Elements of High-Quality Instruction

- Teacher assess student needs
- Teacher works with students to identify and set personal goals
- In a blended model style, teachers curate a bank of online materials to explain concepts, introduce artists or offer explicit directions for media, techniques or processes that students could use for creation.
- Teacher conducts individual conferences with students for needed direct instruction or to monitor student progress.
- Students work on their own personalized choice board (menu, playlist) to reach their own goals to increase student agency in their own academic growth.

SECD Incorporation (*Dispositions - Mindset and Soft Skills*)

- Communication skills
- Self-regulation
- Growth mindset
- Problem-solving
- Soliciting feedback and being an active listener
- Demonstrating respect for the perspectives of others
- Collaboration and conflict resolution strategies
- Goal-setting, planning and organization of time and materials
- Perseverance

Elements of Collaboration

- Other academic areas or community resources as applicable - dependent on student choice of topic.

Who might be your collaboration partners?

- Teachers
- Community partners
- Museums/artists

Workflow (*Milestones of Learning*)

Teacher facilitate student assessment/ conferences to help them identify areas of interest/development and set goals for learning showcase. During the course of personalized learning, the student's agency increases as the teacher steps into the role as a guide, asking questions and giving feedback as needed.

Students will:

- Investigate activities on a personalized track of learning (choice board, menu, playlist) which includes topics related to artists, styles and cultures throughout art history.
- Reflect on the merit, historical/cultural context, message of different approaches to art. (Connecting, Responding)
- Generate unique and personally significant ideas for artwork based on some element of what has been observed/learned on the learning track. Part of generating work would include brainstorming, practicing techniques, drafting sketches/thumbnails, engaging in critique and teacher feedback, revising work and refining ideas and techniques. (Creating)
- Student prepares and presents artwork in a physical or digital display. (Presenting)

Showcase of Student Learning (*End Product*)

- Student choice board, menu, playlist or goal setting document.
- Sketchbook, graphic organizers or journal/ reflection pages where students organize thoughts, reflect on learning activities and generate possible ideas for artmaking.
- Student artwork and artist statement explaining how learning activities influenced growth and development of the artist, leading to this work. Defends artistic choices (media, style, symbols/imagery, composition) by explaining how they effectively communicated the artist's ideas.
- Student develops a logical argument for safe and effective use of materials and techniques for presenting artwork (in

written, spoken or recorded way) .

Accommodation/Modification

Considerations *(per KSDE guidance)*

As you plan your instructional frameworks for the various learning environments, consideration for students who will need access to instruction that will prepare them to meet, achieve or exceed grade-level competencies should be a priority. To access and address gaps, deficiencies and exceptionalities, some students will require additional support through specially designed instruction and/or tiered systems of support.

Progression Toward Mastery

Refer to KSDE competency rubrics to monitor student progression toward mastery of each competency through multiple exposures. Level 3 is considered mastery of a competency. Rubrics show progression toward mastery with the levels of learning (1, 2, 3, 4)

Learning Environment Considerations

On-Site Learning Environment

- Research could be individual and/or small group.
- Start with a menu of broader topics - how will you help students identify which are most appropriate for their next steps? How will you support them in branching out into topics of more specific interest while retaining focus in their work?
- Available space, technology and materials to learn, create and submit artwork.
- Which activities will be delivered

asynchronously and which will be synchronous?

- Ways to communicate timeline, help students organize their learning and track work progress to deadline.

Hybrid Learning Environment

- Research could be individual and/or small group.
- Start with a menu of broader topics:
 - How will you help students identify which are most appropriate for their next steps?
 - How will you support them in branching out into topics of more specific interest while retaining focus in their work?
- Available space, technology and materials to learn, create and submit artwork.
 - Which will occur in class and at home: research, reflection, brainstorming, creation?
 - Which activities will be delivered asynchronously and which will be synchronous?
- Ways to communicate timeline, help students organize their learning and track work progress to deadline

Remote Learning Environment

- Individual. Could include some online collaboration/communication tools as available
- Start with a menu of broader topics - how will you help students identify which are most appropriate for their next steps? How will you support them in branching out into topics of more specific interest while retaining focus in their work?
- Available space, technology and materials to learn, create and submit artwork

- Which activities will be delivered asynchronously and which will be synchronous?
- Ways to communicate timeline, help students organize their learning and track work progress to deadline

(2-3) Resources:

Met Kids - The Metropolitan Museum of Art: Three Ways to Explore: Time Machine, Map and Videos - History, Media and Techniques: <https://www.metmuseum.org/art/online-features/metkids/>

San Francisco Museum of Modern Art for Kids: The County Dog Gentlemen videos are good for introduction to artists. There is an opinion to explore a kid friendly collection. <https://www.sfmoma.org/visit/sfmoma-for-kids/>

Frist Kids Art topic videos for kids: <http://fristkids.org/activities-videos>

NATURE-BASED INSTRUCTION

Instructional Example:

Trees

Learning about their importance and culminating with an art work with trees as the subject matter.

Competencies Addressed:

Visual Arts: 4-2; HGSS 3.1-4; OA.A.1-4; MA.IM 1.1-1.3

Math: MA.IM 2.1-2.2; MUS.IM 3.3; PE.IM 3.2

SECD: IM 1.1-1.7; SECD.IM 2.1-2.8

Elements of High-Quality Instruction

- Teachers are a guide to learning and make frequent checks with individual students to determine understanding and progress.
- Review and expect students to use the Creative Process when making art.
- Student choice in several steps within the design process and making of art work.
- Correct use of all vocabulary by students.
- Pose purposeful, open-ended questions.
- Active student engagement.
- Provide planning documents to assist students as they structure the design process.
- Teachers use easy video tools to offer explicit directions for media, techniques or processes that students could use for creation of their art work.
- Hands on, active learning.
- Scaffolding activities.
- Coordination with other teachers and members of the community to share expert knowledge with students.

SECD Incorporation (*Dispositions - Mindset and Soft Skills*)

- Self-reflection
- Resilience and perseverance
- Good citizenship and social responsibility
- Communication
- Student voice and choice in place, pace, and path
- Time Management
- Respect for the ideas of others
- Being an active learner
- Applying self-regulation skills
- Being a Problem-solver
- Use of collaboration skills
- Build Self-Confidence

Elements of Collaboration

- **Science:** A study of the nature of and types of trees and their purpose...the movement of air and how trees facilitate that movement or block the movement; how trees contribute to the lives of animals and insects.
- **Social Studies:** Examples of trees that have importance to Kansas History...Council Oak, Council Grove and the State Tree-the Cottonwood.
- **Math:** Discovery and identity of mathematical patterns within trees
- **ELA:** Reading/writing stories and poetry about trees.
- **Music:** Sing songs about trees.
- **PE:** Movement of trees duplicated by students, perhaps as a dance
- **Librarian:** To assist students in locating art reproductions portraying trees.
- **Biologist/Park Administrator:** Share information about trees that will deepen

student knowledge and understanding

- **Home builder:** To understand the importance of wood in structures and decor
- **Furniture maker:** To understand the importance of wood in furniture both in the past, the present and the future
- **Family:** Keep parents/guardians informed of what students are learning and encourage their questions on process, etc. Invite their input.

Who might be your collaboration partners?

- ELA teachers
- PE teachers
- Science teachers
- Social studies teachers
- Math teachers
- Music teachers
- Librarian
- Biologist/park administrator
- Home builder
- Furniture maker
- Family

Workflow (*Milestones of Learning*)

The students will:

- Study trees on the school grounds or other location, observing shapes of branches, with or without leaves, observing bark texture, etc.
- Work with the county biologist/park administrator to learn about how trees contribute to our well-being.
- Study art works with the subject matter of a tree(s) as a result of student research.
- Study within science, math, music, ela and

PE classes the information about how trees contribute to our lives and understanding.

- Compare and contrast the artworks selected as well as analyze and interpret the works of art.
- Determine what style they wish to use in presenting their art work portraying a tree and sketch a plan of how the artwork will be developed, how design elements will be used to portray the importance of trees.
- Choose in which season they wish to portray their tree(s).
- Determine what media they will use to show the tree they are drawing, painting, modeling. (The media selected will be determined by the media available.)
- Develop an artist statement which should include information about the Creative Process and how they used it and refined the artwork.

Showcase of Student Learning *(End Product)*

- A drawing/painting/modeling of a tree either in a style of realism, cubism, abstraction or other style. Each student will write an artist's statement to accompany their art work. The statement should explain what the student artist was portraying and should explain what the student artist was portraying and should explain the steps the student artist took to refine the artwork. The artwork will be displayed either by electronic means or in a physical display in the school building. All other connected learning will be shared in conjunction with the artwork and the artist statement.
- When the showcase is digital, student involvement in developing the presentation should be part of the learning and will

extend into Media Arts.

Accommodation/Modification

Considerations *(per KSDE guidance)*

As you plan your instructional frameworks for the various learning environments, consideration for students who will need access to instruction that will prepare them to meet, achieve or exceed grade-level competencies should be a priority. To access and address gaps, deficiencies and exceptionalities, some students will require additional support through specially designed instruction and/or tiered systems of support.

Progression Toward Mastery

Refer to KSDE competency rubrics to monitor student progression toward mastery of each competency through multiple exposures. Level 3 is considered mastery of a competency. Rubrics show progression toward mastery with the levels of learning (1, 2, 3, 4).

Learning Environment Considerations

On-Site Learning Environment

Students will research artists in the Library both in books and online. Students will also experience instructional opportunities from their other teachers and community members which focus on trees. Then students will go outside to observe trees and sketch the one that they select. After selecting a presentation style the student will transfer the sketch to a sheet of drawing paper of drawing paper/painting paper/modeling media. Using the selected media,

add color, lines, shapes and textures that enhance the artwork portraying a tree.

Hybrid Learning Environment

Students will research artists online. Students will also experience instructional opportunities from their other teachers and community members which focus on trees. Students will go outside or look out a window at trees, select one and sketch it on a sheet of paper. After selecting a presentation style, the student will transfer the sketch to a sheet of drawing paper, painting paper, or modeling media. Using the selected media, add color, lines, shapes, textures that enhance the artwork portraying a tree

Remote Learning Environment

- Books and online reproductions of artworks by several artists that have used a tree(s) as subject matter such as Mondrian, Cezanne, R. Paine, G. Dombeck, and Sandzen.
- Photos of different types of trees found online that are in the public domain, personally taken by the student or family members or by the teacher
- Community members who hold positions such as Park Administrator, Home Builder, Furniture Maker

INQUIRY LEARNING/PROJECT-BASED LEARNING

Instructional Example:

Answer the questions: How does the plan for community events such as the County Fair?

What will you see at a community event such as the County Fair? The culminating project will be an artwork featuring what one would see or do at the selected community event.

Competency Codes Addressed:

VA.IM 1.1-2; VA.IM 2.1; VA.IM 3.1 – 2; VA.IM 4.1 – 3; VA.IM 1-2; 3.-; MD.B.2,4 -5; HGSS 2.1-4; HGSS 3.1-4; 3-LS2-1; 3-LS4-1, 3-4; W 3.2-5.2; SL 3.1-5.1; MA. IM 1.1-1.3; MA.IM 2.1-2.2; MUS.IM 3.3; PE IM 3.2; SECD.IM 1.1-1.7; SECD.IM 2.1-2.8

Elements of High-Quality Instruction

- Teacher is a guide to learning and checks with individual students and partner groups to determine understanding and progress
- Review and expect students to use the Creative Process when making art
- Student choice in several steps within design and making of art work
- Correct use of art vocabulary.
- Pose purposeful, open-ended questions.
- Active student engagement.
- Provide planning documents to help students structure the design process.
- Create structured opportunities for ongoing feedback and reflection as students are planning/creating.
- In a blended model style, teachers use easy video tools to explain concepts, introduce artists or offer explicit directions for media,

techniques or processes that students could use for creation of their art work.

- Pace of learning is student-led with teacher check-ins.
- Scaffolding activities.
- Hands on, active learning.
- Using different learning modalities for students, reading passages, videos, images, etc.
- Coordination with other teachers and with members of the community with expert knowledge.

SECD Incorporation (*Dispositions - Mindset and Soft Skills*)

- Self-reflection
- Resilience and perseverance
- Good citizenship and social responsibilities
- Communication
- Student Voice and Choice in Place, Pace, and Path
- Time management
- Respect for the ideas of others
- Being an active learner
- Applying self-regulation skills
- Being a problem-solver
- Use of Collaboration Skills
- Build self-confidence
- Recognize emotions and reactions to them

Elements of Collaboration

- **Science:** Study the types of animals and plants and food one might find at the fair or other community event and their purpose.
- **ELA:** Reading stories and poetry about animals, rides, plants, etc. found at the fair or other community event. Also, help develop the interview questions.

- **Social Studies:** Study the community events and their purpose and how they develop a sense of community.
- **Math:** Assist students in understanding the expense of running the community event.
- **Music:** Locate and sing songs which are about attending a fair or other community event.
- **PE:** Duplication of movement of animals and/or plants found at the community event. If the community event involves a physical activity, such as a game, learn the rules, etc.
- Librarian to assist students in research they are doing.
- Individuals, such as the county extension agent, who are involved in planning the community events ... review with students what they will see at the event and what they do to plan for the event.
- **Family:** Keep parents/guardians informed of what students are learning and encourage their questions about the process, etc..

Who might be your collaboration partners?

- ELA teachers
- PE teachers
- Science teachers
- Social studies teachers
- Math teachers
- Music teachers
- Librarian
- Individuals who plan community events
- Family

Workflow (*Milestones of Learning*)

The students will:

- Brainstorm a list of Community events; how to determine how they are planned; research and/or interview questions developed.
- Set up interviews and/or research times and determine who will be responsible for each area ... determine partners who are interested in the same event.
- Discuss with partner(s) regarding what they will see/do at the County Fair or other Community Event..each group shares with the entire class one thing attendees will see.
- Break into research/interview groups ... the research groups will look for art works with the subject being at a fair or other event... pay attention to the people/animals and plants one would see. The interview groups will set up times and locations at which the interview may take place ... the interview may be done online via a meeting format ... conduct the interview following established interview protocol.
- Share research and interview information with classmates.
- Select one or more items you will see at the fair or other community event and sketch those items in a setting at a fair or other event. Final project can use drawing media, paint media, clay or other sculptural media [If create a 3-D item(s), design an environment for the presentation of the selected item(s).
- Show textures, colors, lines and shapes that enhance the art work.
- Complete an Artist's Statement ... student will share how student related knowledge

and personal experience led to the student artwork portraying what can be seen at the county fair or other community event.

- A report of what the group discovered and understandings gained through research and interviews should accompany the artwork and the Artist Statements.

Showcase of Student Learning (*End Product*)

- Students will submit a drawing, painting or sculpture of what you will see at the County Fair or other community event. The artwork will be displayed either by electronic means or in a physical display in the school building and will include the Artist's Statement.
- When the showcase is digital, student involvement in developing the presentation should be part of the learning and will extend into Media Arts.

Accommodation/Modification Considerations (*per KSDE guidance*)

As you plan your instructional frameworks for the various learning environments, consideration for students who will need access to instruction that will prepare them to meet, achieve or exceed grade-level competencies should be a priority. To access and address gaps, deficiencies and exceptionalities, some students will require additional support through specially designed instruction and/or tiered systems of support.

Progression Toward Mastery

Refer to KSDE competency rubrics to monitor student progression toward mastery of each competency through multiple exposures. Level 3 is considered mastery

of a competency. Rubrics show progression toward mastery with the levels of learning (1, 2, 3, 4).

Learning Environment Considerations**On-Site Learning Environment**

Break into groups to answer the questions posed then research artworks that include what you would see at a fair or other event. Research artwork in the Library or classroom. Interview the individuals to learn more about the planning and who and what might be seen at the event. Select an item(s) to be the subject of the student artwork. Select media that will be used to complete the artwork. Media likely to be available in this learning environment will be drawing media, paint media, and sculpture media. A report on what each group discovered through research and interviews should accompany the artwork and the Artist Statements.

Remote Learning Environment

Break into groups to answer the questions posed then research artworks that include what you would see at a fair or other event. Research artwork online. Research online photos of animals, equipment and plants that can be used in the artwork. Select an item(s) to be the subject of the art work. Select media that will be used to complete the artwork. Media likely to be available in this learning environment will be drawing media, paint media and sculpture media. A report on what each group discovered through research and interviews should accompany the artwork and the Artist Statements.

(2-3) Resources:

Break into groups online to answer the questions posed then research artworks that include what you would see at a fair or other event. Research artwork online. Also, online, research photos of animals, equipment and plants that can be used in the artwork. Select an item(s) to be the subject of the art work. Media likely to be available in this learning environment will be drawing media and possibly paint media...3-D items may be constructed from found objects that family has given permission to use. A report on what the group discovered through research and interview should accompany the art work and the Artist Statements.

- Resources: Artists such as Benton, Picasso, R. Caddick, etc. who did artworks of community events.
- Photos of people, animals, equipment found at community events.
- Community individuals who are involved in planning and facilitating community events.

Music Lesson Plans

PERSONALIZED LEARNING

Instructional Example:

Research project of favorite musician with presentation

Competencies Addressed:

Music: MUS.IM 5.1, MUS.IM 5.2, MUS.IM 5.3, MUS.IM 5.4, MUS.IM 6.1, MUS.IM 6.2

Elements of High-Quality Instruction

- Student voice and choice in project selection
- Flexibility in project product

SECD Incorporation (*Dispositions - Mindset and Soft Skills*)

- Student voice and choice
- Students knowing themselves as learners
- Time-management
- Perseverance
- Ownership of learning and outcomes
- Sense of purpose
- Growth mindset
- Goal setting

Elements of Collaboration

- **Music:** Music appreciation, music history
- **Humanities:** Writing skills, public speaking
- **STEAM:** Technology skills, project design

Who might be your collaboration partners?

- Homeroom teacher
- Librarian
- Technology teacher

Workflow (*Milestones of Learning*)

- Students identify their subject
- Students and teachers create a timeline for project deadlines
- Students choose their method of project delivery
- Dance
- Instrument creation
- Presentation (technology or board based)

Showcase of Student Learning (*End Product*)

- iMovie, slideshow, or other multimedia presentation
- In person spoken presentation
- Poster presentation

Accommodation/Modification Considerations (*per KSDE guidance*)

As you plan your instructional frameworks for the various learning environments, consideration for students who will need access to instruction that will prepare them to meet, achieve or exceed grade-level competencies should be a priority. To access and address gaps, deficiencies and exceptionalities, some students will require additional support through specially designed instruction and/or tiered systems of support.

Progression Toward Mastery

Refer to KSDE competency rubrics to monitor student progression toward mastery of each competency through multiple exposures. Level 3 is considered mastery of a competency. Rubrics show progression

toward mastery with the levels of learning (1, 2, 3, 4).

Learning Environment Considerations

On-Site Learning Environment

Constant support by teachers

Hybrid Learning Environment

- Teacher support
- Parent/guardian support
- Access to technology

Remote Learning Environment

- Teacher support
- Parent/guardian support
- Access to technology

(2-3) Resources:

Classics for Kids:

<https://www.classicsforkids.com/>

Classical Net:

<http://www.classical.net/>

Instructional Example:

Research Music from a Preferred Culture

Competency Codes Addressed:

Music: MUS.IM 5.1, MUS.IM 5.2, MUS.IM 5.3, MUS.IM 5.4, MUS.IM 6.1, MUS.IM 6.2

Elements of High-Quality Instruction

- Students engage in a project around music from a specific culture.
- Students explore:
- Instruments used in the culture
- Music and its purpose in the culture
- History of the culture

SECD Incorporation (*Dispositions - Mindset and Soft Skills*)

- Student voice and choice
- Students knowing themselves as learners
- Time-management
- Perseverance
- Ownership of learning and outcomes
- Sense of purpose
- Growth mindset
- Goal setting

Elements of Collaboration

- **Music:** Music appreciation, music history
- **Humanities:** Writing skills, public speaking
- **STEAM:** Technology skills, project design, instrument creation

Who might be your collaboration partners?

- Grade-level teacher
- Librarian
- Technology teacher
- Community partners familiar with the chosen culture

Workflow (*Milestones of Learning*)

- Students identify their culture
- This can be the culture of their ancestors OR a culture they want to learn more about
- Students and teachers create a timeline for project deadlines
- Students choose their method of project delivery
- Dance
- Instrument creation
- Presentation (technology or board based)

Showcase of Student Learning (*End Product*)

- IMovie, slideshow, or other multimedia presentation
- In person spoken presentation
- Poster presentation
- Dance or instrumental/vocal performance
- Students can create an instrument to perform culturally appropriate music

Accommodation/Modification

Considerations (*per KSDE guidance*)

As you plan your instructional frameworks for the various learning environments, consideration for students who will need access to instruction that will prepare them to meet, achieve or exceed grade-level competencies should be a priority. To access and address gaps, deficiencies and exceptionalities, some students will require additional support through specially designed instruction and/or tiered systems of support.

Progression Toward Mastery

Refer to KSDE competency rubrics to monitor student progression toward mastery of each competency through multiple exposures. Level 3 is considered mastery

of a competency. Rubrics show progression toward mastery with the levels of learning (1, 2, 3, 4).

Learning Environment Considerations

On-Site Learning Environment

- Teacher support throughout

Hybrid Learning Environment

- Teacher support
- Parent/guardian support
- Access to technology

Remote Learning Environment

- Teacher support
- Parent/guardian support
- Access to technology

CO-TEACHING

Instructional Example:

Folk Dance Study - Cultures

Competency Codes Addressed:

Music: MUS.IM 1.1, MUS.IM 2.1, MUS.IM 2.2, MUS.IM 3.1, MUS.IM 3.2, MUS.IM 3.3, MUS.IM 4.1, MUS.IM 4.2

PE: PE.IM 1.2, PE.IM 3.2

Elements of High-Quality Instruction

- Student voice and choice in dance selection

Students:

- Learn a folk dance from a variety of cultures.
- Understand the cultural significance of the dances they have learned.
- Explain the culture from which the folk dance came.
- Explain their preference for a particular folk dance.

SECD Incorporation (*Dispositions - Mindset and Soft Skills*)

- Student voice and choice
- Students knowing themselves as learners
- Time-management
- Perseverance
- Ownership of learning and outcomes
- Sense of purpose
- Growth mindset
- Goal setting

Elements of Collaboration

- **Music:** Form, analysis, elements of music
- **PE:** Rhythm, dance forms, body awareness
- **Humanities:** Culture, cultural understanding, social implications

Who might be your collaboration partners?

- PE teacher
- Local dance teachers/troupes
- Grade-level teachers

Workflow (*Milestones of Learning*)

- Analyze piece of music through dance.
- Transfer analyzation of dance to musical form.
- Understand culture surrounding the dance.

Who might be your collaboration partners?

Showcase of Student Learning (*End Product*)

- Demonstration of dance.
- Video of student performing dance.
- Presentation of culture/history.
- Family folk dance night
- Students present their dances and teach them to parents at a group performance.

Progression Toward Mastery

Refer to KSDE competency rubrics to monitor student progression toward mastery of each competency through multiple exposures. Level 3 is considered mastery of a competency. Rubrics show progression toward mastery with the levels of learning (1, 2, 3, 4)

Learning Environment Considerations

As you plan your instructional frameworks for the various learning environments, consideration for students who will need access to instruction that will prepare

them to meet, achieve or exceed grade-level competencies should be a priority. To access and address gaps, deficiencies and exceptionalities, some students will require additional support through specially-designed instruction and/or tiered systems of support.

On-Site Learning Environment

- Constant support by teachers
- Space

Hybrid Learning Environment

- Teacher support
- Parent/guardian support
- Access to technology

Remote Learning Environment

Teacher support

Parent/guardian support

Access to technology

(2-3) Resources:

Dance Facts: Folk Dance - History and Types of Folk Dance: <http://www.dancefacts.net/dance-list/folk-dance/>

Phyllis Weikart: Teaching Movement and Dance

OUTDOOR CLASSROOM

Instructional Example:

Outdoor practice/ performance of instrumental piece.

Competency Codes Addressed:

*Music: MUS.IM 3.1, MUS.IM 3.2, MUS.IM 3.3,
MUS.IM 4.1, MUS.IM 4.2*

Elements of High-Quality Instruction

- Student voice and choice in project selection
- Individualization of choice for each student

SECD Incorporation (*Dispositions - Mindset and Soft Skills*)

- Student voice and choice
- Students knowing themselves as learners
- Time-management
- Perseverance
- Ownership of learning and outcomes
- Sense of purpose
- Growth mindset
- Goal setting

Elements of Collaboration

- **Music:** Ensemble, read and perform notation, correct use of instrument technique
- **Humanities:** History of composer and piece of music, societal considerations of the time period

Who might be your collaboration partners?

- Music teacher
- Parent
- Community musician

Workflow (*Milestones of Learning*)

Students::

- Identify a piece they will perform.
- Using self-reflection and feedback from peers and teacher, student will refine and perfect their performance.
- Perform chosen piece.

Showcase of Student Learning (*End Product*)

- Performance for teacher/class

Accommodation/Modification Considerations (*per KSDE guidance*)

As you plan your instructional frameworks for the various learning environments, consideration for students who will need access to instruction that will prepare them to meet, achieve or exceed grade-level competencies should be a priority. To access and address gaps, deficiencies and exceptionalities, some students will require additional support through specially designed instruction and/or tiered systems of support.

Progression Toward Mastery

Refer to KSDE competency rubrics to monitor student progression toward mastery of each competency through multiple exposures. Level 3 is considered mastery of a competency. Rubrics show progression toward mastery with the levels of learning (1, 2, 3, 4)

Learning Environment Considerations

On-Site Learning Environment

- Constant support by teachers

Hybrid Learning Environment

- Teacher support
- Access to technology

Remote Learning Environment

- Teacher support
- Access to technology

PBL

Instructional Example:

Original Musical Composition

Competency Codes Addressed:

Music: MUS.IM 1.1, MUS.IM 2.1, MUS.IM 2.2, MUS.IM 3.1, MUS.IM 3.2, MUS.IM 3.3, MUS.IM 4.1, MUS.IM 4.2

Elements of High-Quality Instruction

Essential question:

- How does a composer create a piece of music?

SECD Incorporation (*Dispositions - Mindset and Soft Skills*)

- Student voice and choice
- Students knowing themselves as learners
- Time-management
- Perseverance
- Ownership of learning and outcomes
- Sense of purpose
- Growth mindset
- Goal setting

Elements of Collaboration

- Music
- Humanities

Who might be your collaboration partners?

- Community musician
- Parent
- Sibling

Workflow (*Milestones of Learning*)

Students:

- Analyze given rhythmic composition using form and rhythm.
- Create an AB composition with 16 beats in each section using Rhythmic Building Bricks.

Showcase of Student Learning (*End Product*)

- Perform original composition

Accommodation/Modification Considerations (*per KSDE guidance*)

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Progression Toward Mastery

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Learning Environment Considerations

On-Site Learning Environment

- Constant support by teachers

Hybrid Learning Environment

- Teacher support
- Access to technology

Remote Learning Environment

- Teacher support
- Access to technology

(2-3) Resources:

- Rhythmic building bricks by Orff and Keetman.

BLENDING LEARNING

Instructional Example:

Self-Care/Coping Strategies and Art

Competency Codes Addressed:

SECD: SECD.IM 2.7, SECD.IM 3.2, SECD.IM 4.1, SECD.IM 6.5

Elements of High-Quality Instruction

- Curated list of appropriate resources by the teacher.
- Responsibility shifts from the teacher to the student.
- Voice/Choice, Pace/Place

SECD Incorporation (*Dispositions - Mindset and Soft Skills*)

- Self-regulation skills
- Communication
- Problem solving
- Perseverance
- Growth mindset

Elements of Collaboration

- **Music:** Mood, tonality
- **PE:** Movement (yoga, breathing, dance)
- **Art:** Mood, Message
- **Library/Media:** Poetry, Journaling
- **Technology:** Digital Citizenship
- **Counselor:** Understanding Emotions, emotion awareness

Who might be your collaboration partners?

Teachers of:

- Music
- PE
- Art
- Library
- Technology

Counselor

- Special Education
- ESL

Workflow (*Milestones of Learning*)

- Big concept (counselor): Manage emotions
 - Counselor will teach a lesson about feelings/emotions.
 - How do they make you feel?
 - Comfortable vs uncomfortable feelings/emotions.
 - How do you know the difference?
 - What helps you feel calm?
- Each content then introduces their content (lenses) to look at these
 - Prior Knowledge:
 - Emotions (happy, sad, scared, mad, frustrated)
 - Elements of art (color, line, shape, textures)
 - Expressive Markings - (forte, piano, major, minor)

Showcase of Student Learning (*End Product*)

- **Art:**
 - Narrative or portrait
 - Realistic or abstract or nonobjective
- **Music:**
 - Music that fits their mood.
 - Create movement to convey feelings
- **Counselor:**
 - Visual creation of three strategies.
 - Create an emotional playlist for each emotions.
- **Library/Media:**
 - Journal
 - Digital blog
- **Technology:**
 - Blog
 - Vlog

Accommodation/Modification

Considerations (*per KSDE guidance*)

As you plan your instructional frameworks for the various learning environments, consideration for students who will need access to instruction that will prepare them to meet, achieve or exceed grade-level competencies should be a priority. To access and address gaps, deficiencies and exceptionalities, some students will require additional support through specially designed instruction and/or tiered systems of support.

Physical Education/Health Lesson Plans

PERSONALIZED, BLENDED, PBL

Instructional Example:

Creative Dance

Students create a dance that reflects a cultural background of their choosing. Dance must represent and include movements from the background chosen.

Competencies Addressed:

PE: PE.IM 1.2, PE.IM 3.2, PE.IM 4.1, PE.IM 5.1

Health: HLTH.IM.1.2

Elements of High-Quality Instruction

- Pattern recognition and creation
- Engaged in historical and culture exploration
- Promotes diversity and positive cultural relationships
- Visual and auditory prompts to promote timing and foot placement.

SECD Incorporation (*Dispositions - Mindset and Soft Skills*)

- Understand the difference between fact and opinion.
- Learn to appreciate that people like different things.

Elements of Collaboration

- Incorporates a physical performance with musical accompaniment
- Incorporates cultural and historical context with physical performance and musical selection
- Incorporates enjoyment of physical activity with dance components and the study of other cultures.

Who might be your collaboration partners?

- Social Studies
- Music
- Art
- Community Dance Instructors
- Family Members

Workflow (*Milestones of Learning*)

- Research on cultural influences
- Selection of Cultural Dance
- Research on Dance movement
- Presentation of Dance

Showcase of Student Learning (*End Product*)

- Dance performance
- Movements and Patterns that can be taught

Accommodation/Modification Considerations (*per KSDE guidance*)

As you plan your instructional frameworks for the various learning environments, consideration for students who will need access to instruction that will prepare them to meet, achieve or exceed grade-level competencies should be a priority. To access and address gaps, deficiencies and exceptionalities, some students will require additional support through specially designed instruction and/or tiered systems of support.

Students performing above grade level can select/perform much more complex routines and/or research the cultural significance of dances.

Students performing below grade level can work with a reduced number of steps at a slower speed or repeat a reduced number of patterns.

Progression Toward Mastery

Refer to KSDE competency rubrics to monitor student progression toward mastery of each competency through multiple exposures. Level 3 is considered mastery of a competency. Rubrics show progression toward mastery with the levels of learning (1, 2, 3, 4)

Learning Environment Considerations

On-Site Learning Environment

- Have clear due dates on dance to be completed.
- Show students on-line resources while learning on-site so they will be prepared if switching to Hybrid or Remote learning occurs.
- Include families in the expectations for classes.

Hybrid Learning Environment

Provide opportunities for students to communicate with the teacher and other class members using a variety of on-line meeting sites.

Remote Learning Environment

- Have scheduled times with individuals to give timely feedback using a variety of on-line meeting sites.
- Provide extra time and support for students.
- Include families/caretakers in the process.

(2-3) Resources:

- Collaborate to ensure a balanced representation of different musical genres.

BLEND ED, OUTDOOR, PERSONALIZED

Instructional Example:

Designing a game that incorporates grade level competencies

Competency Codes Addressed:

Physical Education: PE.IM 1.1, PE.IM 3.1, PE.IM 3.3, PE.IM 3.4

Elements of High-Quality Instruction

- Outcomes: Game expectations written at grade level.
- Systematic review of acquired skills from previous and future games that align with the new game.
- Specific guidelines that incorporate locomotor skills, strategy, and skill application.
- Providing examples of games that demonstrate the competencies needed to be met.

SECD Incorporation (Dispositions - Mindset and Soft Skills)

- Demonstrated turn-taking
- Responding appropriately to disappointment (losing).
- Persevering through difficult tasks.
- Following multi step instructions.

Elements of Collaboration

- Incorporate math concepts (i.e. distance, velocity, trajectory, shapes) that pertain to games played or watched on video.
- Reading/language arts - incorporate rules and strategies written at grade level.

Who might be your collaboration partners?

- ELA
- Math
- Community-based fitness/health centers
- Athletic Coaches

Workflow (Milestones of Learning)

- List of previous games and common rules that could be incorporated.
- Provide a definition of "game" and review components of games that make it fun or challenging.
- Designing games based on scoring and strategy.
- Selected activities become increasingly complex and are demonstrated in multiple contexts at school and in the community.

Showcase of Student Learning (End Product)

- Final Product that shows the understanding of concepts and skills that include offensive and defensive strategy.
- Review log(s) based on skill rubric that reflect level of mastery.
- Student surveys that reflect how much they enjoyed the game and how willing they would be to play it in the future.

Accommodation/Modification

Considerations (per KSDE guidance)

As you plan your instructional frameworks for the various learning environments, consideration for students who will need access to instruction that will prepare them to meet, achieve or exceed grade-level competencies should be a priority. To access and address gaps, deficiencies and exceptionalities, some students will require additional support through specially designed instruction and/or tiered systems of support.

- Students performing above grade level could write about or present orally the life lessons learned when performing the game(s) and how it will generalize to their future.
- Students who struggle could be introduced to a reduced set of rules and roles to perform while participating in the selected games.

Progression Toward Mastery

Refer to KSDE competency rubrics to monitor student progression toward mastery of each competency through multiple exposures. Level 3 is considered mastery of a competency. Rubrics show progression toward mastery with the levels of learning (1, 2, 3, 4).

Learning Environment Considerations

On-Site Learning Environment

- Play or review a variety of individual and group games to analyze components of games that make them fun.
- Teach the Social/emotional skills while introducing new games.
- Rotate players so that students experience different people while playing.
- Let students participate in the democratic process to select certain games.
- Proactively prepare students with reliable technology for hybrid or remote learning.

Hybrid Learning Environment

- Play or review a variety of individual and group games to analyze components of games that make them fun.
- Teach the Social/emotional skills while introducing new games.
- Rotate players so that students experience different people while playing.
- Let students participate in the democratic process to select certain games.
- Use in person and virtual games depending on the student's location.

Remote Learning Environment

- Games that can be played individually or in groups virtually.
- Use video demonstration of sportsmanship and collaboration to reinforce concepts being taught.
- Have students demonstrate their understanding of the rules virtually or in writing prior to playing the game.

(2-3) Resources:

- A number of games that can be played individually or in groups. These should be available for in-person or virtual.
- Written, oral, and/or video instruction to teach the rules of the game.
- Survey to analyze the “success” of the created game that can be used virtually or in person.

BLEND ED, PBL, OUTDOOR

Instructional Example:

Designing a Fitness Challenge

Competency Codes Addressed:

SECD: SECD.IM 2.3, SECD.IM 2.4, SECD.IM 2.6

PE: PE.IM 1.1PE.IM 2.1, PE.IM 3.2, PE.IM 4.1, PE.IM 4.2

Health: HLTH.IM.1.1, HLTH.IM.1.3, HLTH.IM.1.4, HLTH.IM.1.5, HLTH.IM.1.6, HLTH.IM.1.7

Elements of High-Quality Instruction

- Students create target challenges in specific areas of health and fitness.
- Providing examples from multiple areas (aerobic, muscular strength/endurance, sport specific, etc.).
- Discuss and identify competency components of selected physical/health activities.
- Designing a challenge that values activities that students select and enjoy.

SECD Incorporation (*Dispositions - Mindset and Soft Skills*)

- Demonstrate an understanding of the benefits of working as a team.
- Demonstrate the capacity to treat all team members with respect.
- Demonstrate the concept of everyone doing their best for the good of the team.
- Demonstrate sportsmanship when winning or losing.

Elements of Collaboration

- Hone the skills required for group work in all content areas.
- Learn to recognize and capitalize on the strengths of team members by assigning specific tasks to complete a group goal (i.e. team members will complete their portion of a run with the total being under 15-minutes).

Who might be your collaboration partners?

- Media Arts
- Counselor
- Music
- Core content instructors.

Workflow (*Milestones of Learning*)

- Research on examples of different challenges
- Creating the layout of the challenge (minutes, completion, activities included, rounds etc..)
- Learn the difference between individual and group goals.
- Learn to celebrate personal success versus overall best.
- Final Product

Showcase of Student Learning (*End Product*)

- Creation of challenge that shows uniqueness and meets the expected outcomes.
- Measure personal and team performance.

Accommodation/Modification

Considerations (*per KSDE guidance*)

As you plan your instructional frameworks for the various learning environments, consideration for students who will need access to instruction that will prepare them to meet, achieve, or exceed grade-level competencies should be a priority. To access and address gaps, deficiencies, and exceptions some students will require additional support through specially-designed instruction and/or tiered systems of support.

- Students who perform above grade level could design challenges that incorporate cultural or community characteristics making the challenge unique to a particular group.
- Students who perform below grade level could be assigned fewer fitness components with individually determined challenge parameters.

Progression Toward Mastery

Refer to KSDE competency rubrics to monitor student progression toward mastery of each competency through multiple exposures. Level 3 is considered mastery of a competency. Rubrics show progression toward mastery with the levels of learning (1, 2, 3, 4)

Learning Environment Considerations

On-Site Learning Environment

- Provide examples and/or have the students research “challenges” that occur pertaining to fitness targets (i.e., marathon walks, biggest loser).
- Compare the challenge to the current level of performance of students in the room. Have students analyze if it is realistic?
- Practice the recommended (or assigned) challenge skills and have students evaluate.
- Proactively prepare students with reliable technology for hybrid or remote learning.

Hybrid Learning Environment

- Provide examples and/or have the students research “challenges” that occur pertaining to fitness targets (i.e., marathon walks, biggest loser).
- Compare the challenge to the current level of performance of students in the room. Have students analyze if it is realistic?
- Practice the recommended (or assigned) challenge skills while on-site.
- Have the students evaluate the selected skill(s) and determine challenges.

Remote Learning Environment

- Provide examples and/or have the students research “challenges” that occur pertaining to fitness targets (i.e., marathon walks, biggest loser). This can be done in person or virtually using resources available depending on the location.
- Compare the challenge to the current level of performance of students participating. Have students analyze if it is realistic?
- Practice the recommended (or assigned) challenge skills is the outcome influenced by being in our out of the school setting?

(2-3) Resources:

- Age-appropriate skill demonstration.
- Business partnerships to provide reliable locations for activity outside of school.
- Written, oral, and/or video instruction to teach new motor skills.
- A list of example “challenges” and a list of parameters when creating a fitness challenge written at grade level.

For more information, contact:

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