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

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

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

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| **Name** | 2nd Grade Team | **Grade** | 2nd | **Subject** | Social Studies |
| **Week of** | 29 | **Topic** | Economics | **Link to Tracker** | Coming Soon! |

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| **Planning and Preparation** | | |
| **Cultural Context:** Overarching lesson design based on student’s individual needs and learning styles. The teacher should consider and honor the unique cultural differences of the student population when selecting content, process, products, the learning environment. The use of ongoing assessment and flexible grouping is an effort to establish a safe and supportive learning environment. It is critically important to ensure every learner is able to access grade level curriculum and resources. | | |
| **Standards Based Objective(s)**  Long term goal about what students will know and be able to do at the end of a unit. (*Information for this section can be copied from the Curriculum Plan or Proficiency Scale.)* | **Missouri Learning Standards**  *List your standard(s) for the week here. You should include the Missouri Learning Standard code(s), link the appropriate proficiency scale(s), and include the full text of the standard(s).* | |
| Priority: 2.E.4.A.bSupporting: 2.E.4.A.a  Priority: 2.E.4.A.bSupporting: 2.E.4.A.c | |
| **Learning Target(s)**  ***Learning targets****are short term, student-friendly statements that clearly define what students should know and be able to do at the end of the lesson.*  (Information for this section of the plan can be copied from the Curriculum Plan or Proficiency Scale.) | **Know** *(What are the learning targets?) Learning targets are short term, student-friendly statements that clearly define what students should know and be able to do at the end of the lesson(s). This comes directly from the unwrapped content standard in the Content Area Proficiency Scales and should be written as “I can…” or “The student can…” statements.* | **Do** *(Define how students will demonstrate that they have met the learning target. This section is grade level and content specific. Please reference the exemplar from your Content Area Curriculum Specialist.)* |
| Social Scientists understand the terms Consumer and Producer.  I can define show the difference between bartering and spending money. | -Define the terms consumer and producer  -Show how different jobs have different responsibilities  -Determine the difference between a consumer and producer.  -Sort examples of bartering and spending |
| **Essential Question(s)**  (Can be copied/pasted from Curriculum Plan.) | What is a consumer?  What is a producer?  How do people barter? | |
| **Academic Vocabulary**  (Can be copied/pasted from Content Area  Proficiency Scales) | Consumer  Producer  Barter | |
| **Summative Assessment Performance Tasks /** | **Design or identify a standards-based summative performance task or assessment that will demonstrate progress towards proficiency on the standard / objectives.** | |
| Journal Exit ticket   1. Student shows mastery of few of the learning objectives covered by this descriptor. Needs help 3 or more times. 2. Student shows mastery of most of the learning objectives covered by this descriptor. Needs help 1-2 times. 3. Student shows mastery of all of the learning objectives covered by this descriptor 4. Student shows mastery of all of the learning objectives covered by this descriptor. Student can go beyond asking or answering a simple question. | |

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| **Blended Learning Instructional Framework: Whole Group Instructional Plan** | | | | | |
| **Lesson/Topic** | **Learning Target**  ***Learning targets****are short term, student-friendly statements that clearly define what students should know and be able to do at the end of the lesson.* | **Activities, Instruction & Modeling**  *What do you need to explain, present, facilitate, or model? What instructional strategies will you use? What will students do to understand concepts or practice skills (practice, discussion, reflection, creation)?* ***Synchronous learning*** *refers to a learning event in which a group of students are engaging in learning at the same time.* ***Asynchronous learning*** *is instruction and learning that does not occur in the same place or at the same time – usually independent.* | | **Formative Assessment /Exit Slip**  *How will students demonstrate their* ***daily*** *learning? How will you know if they understand concepts or can apply skills? Please provide links.* | **Due Date** |
| **Synchronous/Live Instruction** | **Asynchronous Playlist** |
| **Lesson 1 (Date)** | I can determine the difference between consumers and producers. | Do Now: Write down what you would like to be when you grow up and how much you think this job would cost?   1. Create an anchor chart to show the difference between consumers and producers 2. Ask students    1. When have you been a consumer? What is your favorite shop to support?    2. When have you been a producer? Have you ever created and sold an item       1. Ex. Lemonade    3. If you could produce any product what would it be? 3. Have students record these definitions in their social studies journal. 4. Read aloud the story    1. <https://www.getepic.com/book/15262920/consumers-and-producers?utm_source=t2t&utm_medium=link&utm_campaign=content&share=24094875829> 5. Record examples you saw on a Tchart | * Cut and glue T-chart for consumers and producers * Write definitions for consumers and producers in Social Studies journal with 3 examples. | Journal.  What are consumers and producers? |  |
| **Lesson 2**  **(Date)** |  |  |  | Journal |  |
| **Lesson 3 (Date)** |  | * Is this a producer or consumer?   + When you buy toys at target?   + When sally sells seachells at the seashore?   + Getting a new TV?   + When you have a lemonade stand? * Create an anchor chart for the bartering vs. money system * Today we will talk about Money vs. Bartering!   + What is money?     - We use money to buy things. It is paper and coins that we assign value to to buy things.   + Show pictures of various items and have students guess the value then show actual value.     - Car     - Fridge     - Toy     - House     - Dog     - Etc. * Tell students sometimes instead of using money people trade other items for things of similar value   + Ask students what values they would be willing to trade for items they have in the classroom. * Read   + https://www.getepic.com/app/read/5779 * watch   + https://www.youtube.com/watch?v=f3rv-t58-p8 * Record examples of how students could barter or use money on the anchor chart. | * Barter sort   + Sort the items as barter or money   + Have students discuss in partners why they chose each one   or   * Colonial barter game   + Have students think of if they were going to barter what items they think would be equal to each other and why. | Journal:  What does it mean to barter? What is the difference between bartering or paying for with money? Which do you think you would prefer to do? |  |
| **Lesson 4**  **(Date)** |  |  |  |  |  |
| **Lesson 5 (Date)** |  |  |  |  |  |