**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** |  Jane Kahmann | **Grade** | 3rd and 6th | **Subject** |  ESOL |
| **Week of** | 10/5-10/9 | **Topic** | Goal Setting/Benchmark Testing | **Link to Tracker** |  |

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| **Planning and Preparation** |
| **Cultural Context:** Overarching lesson design based on student’s individual needs and learning styles. The teacher should consider and honor the unique cultural differences of the student population when selecting content, process, products, the learning environment. The use of ongoing assessment and flexible grouping is an effort to establish a safe and supportive learning environment. It is critically important to ensure every learner is able to access grade level curriculum and resources. |
| **Standards Based Objective(s)**Long term goal about what students will know and be able to do at the end of a unit. (*Information for this section can be copied from the Curriculum Plan or Proficiency Scale.)* | **Missouri Learning Standards & WIDA 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).* |
| **WIDA Standards Focus:** **Standard 1: Language learners communicate for Instructional purposes within the school setting (SWRL)** |
| **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 Lesson Overview page in the Teacher Manual.) | **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.)* |
| **Writing focus: I can write a goal****Language focus: I can explain what a goal is / I can discuss what goals I want to set for myself in S W L R****Reading focus: I can read and understand my goal setting document** | Students will develop goals to increase their WIDA scores in all four domains. (RWLS) |
| **Essential Question(s)**(to be created for a specific lesson/unit theme)  | What is a goal? Why is setting goals important?  How can setting goals help you achieve success?  |
| **Academic Vocabulary**(Can be copied/pasted from the Teacher’s Edition eBook) |   **Vocabulary**-goal, achieve, WIDA ACCESS, improve, progress, successful, score |
| **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.** |
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| **Blended Learning Instructional Framework: Whole Group Instructional Plan** |
| **Date** | **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**  |
|  **(Date)** | **Content Objective:** **Language Objective:** | **Academic Vocabulary Toolkit**- word p.**TEAM lesson** - title p.   | ESOL Choice Board ActivitiesInsert link or N/A | **TEAM**- **Academic Vocabulary Toolkit** |  |
|  **10/5-10/9****3rd and 6th grades** | **I can discuss how to set learning goals (SWRL)** | **Students will engage in a WIDA Access Goal setting session using** [**Nearpod**](https://share.nearpod.com/e/h9fyPlVDW9) | N/A | **Individual Completed goals document** | 10/9 |
| **10/6-10/9****3rd and 6th  grades** | **Benchmark Testing** | **Benchmark Testing** | N/A | **Completed Benchmark Test** |  |
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| **Supporting Student Learning Pathways***Please note specific Learning Targets of focus and what resources are being used or provided to support students at each level.* |
| **Intensive Scaffolding***Students demonstrating performance at level 1 or 2 on the WIDA Proficiency Scale. (WIDA MPI)* | **Moderate Scaffolding***Students demonstrating performance at level 3 on the WIDA Proficiency Scale.( WIDA MPI)* | **Enrichment/Independent***Students demonstrating performance at level 4 or 5 on the WIDA Proficiency Scale.* |
|  |  | n/a |

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