**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** | **Laura Watson** | **Grade** |  **5th** | **Subject** |  **Science** |
| **Week of** |  **Nov. 2** | **Topic** | **Matter and Its Interactions: Structure and Properties of Matter** | **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).* |
| 5.PS1.B.2Conduct an investigation to determine whether the combining of two or more substances results in new substances.\*\*\*5.PS2.B.1 Support an argument that the gravitational force exerted by Earth on objects is directed toward the planet's center.\*\*\* |
| **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.)* |
| * **I can combine substances safely.**

**•I can identify evidence of a chemical change.****•I can make qualitative observations about matter before and after a chemical change.****•I can use measurement to precisely gather quantitative data about matter before and after a chemical change.*** **I can use evidence to support a claim that Earth’s gravitational force is directed towards the planet’s center.**

**•I can describe the effect of the earth’s gravitational force on an object.****•I can use patterns of the Earth’s gravitation to predict future motion** |  **1.Student will engage in Argument from evidence•Support an argument with evidence, data, or a model.****2. Student will** **conduct an investigation collaboratively to produce data to serve as the basis for evidence, using fair tests in which variables are controlled and the number of trials is considered.** |
| **Essential Question(s)**(Can be copied/pasted from Curriculum Plan.) | 1. How do substances combine or change (react) to make new substances?How does one characterize and explain these reactions and make predictions about them?
2. What underlying forces explain the variety of interactions observed?
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| **Academic Vocabulary**(Can be copied/pasted from Content AreaProficiency Scales) |  **1.** **2. Direction•Exert•Force•Gravitational force•Gravity•Mass•Weight** |
| **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** |
| **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)** **Mon. Nov. 2** | \***I can combine substances safely.****\*I can identify evidence of a chemical change.** | **TW share the importance of being safe in the lab and the importance of wearing safety glasses.** **TW model the difference between a physical change and a chemical change using a piece of paper and a glow stick.** |  **Student will list their examples of a physical change and a chemical change.** | **Wrap It Up!****Chemical Changes****Questions 1-2** |  **Nov.2** |
| **Lesson 2****(Date)****Tues. Nov. 3** | **I can make qualitative observations about matter before and after a chemical change.** | **TW use think aloud to discuss the pictures of the toaster, limestone, and sparker, before and after.** |  **Student will review their list of examples of chemical changes then explain what makes it a chemical change and not a physical change.** |  **Student will review their list of examples of chemical changes then explain what makes it a chemical change and not a physical change.** |  **Nov.3** |
| **Lesson 3 (Date)****Wed. Nov.4** |  **I can support an argument that the gravitational force exerted by Earth on objects is directed toward the planet’s center.** |  **TW lead a discussion on the topic gravity. What goes up must come down.****TW show video-Study Jams gravity and inertia** |  **Student will create a model of gravity taking affect on an object.** |  **Wrap It Up! Gravity on Earth** |  **Nov. 4** |
| **Lesson 4****(Date) Thurs. Nov. 5** | **I can support an argument that the gravitational force exerted by Earth on objects is directed toward the planet’s center.** |  **TW model investigating gravity by using an unsharpened pencil dropping it in mid- air.** |  **Student will conduct an investigation that gravity has an affect on objects on earth.** |  **Wrap It Up!** **Investigate Gravity** |  **Nov.5** |
| **Lesson 5 (Date)****Fri. Nov. 6** | **I can describe the effect of the earth’s gravitational force** |  **TW model how to present a model to the class to support a claim using a model of an object that is being forced downward because of gravitational pull.** |  **Students will make a claim about any object that they investigated for gravitational pull and support their claim with evidence then give reason for their claim.** |  **Assess-claim. Evidence. And reasoning.** |  **Nov. 6** |

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| **Supporting Student Learning Pathways***Please note specific Learning Targets of focus and what resources are being used or provided to support students at each level.* |
| **Intensive Scaffolding***Students demonstrating performance at level NE or 1 on the Content Area Proficiency Scale.* | **Moderate Scaffolding***Students demonstrating performance at level 2 on the Content Area Proficiency Scale.* | **Enrichment/Independent***Students demonstrating performance at level 3 or 4 on the Content Area Proficiency Scale.* |
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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 |  |  |  |  |  |
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