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

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| **Name** | Robert Gutzler | **Grade** | 7 | **Subject** | World Cultures & Geography |
| **Week of** | March 15th & 22nd, 2021 | **Topic** | Asia | **Link to Tracker** | Robert Gutzler |

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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).* | |
| 6-8.G.1.G.E Locate the major nations of the world.  6-8.GEO.1.PC.A Analyze material culture to explain a people’s perspective and use of place.  6-8.GEO.1.PC.B Explain how the physical and human characteristics of places and regions are connected to human identities and cultures. | |
| **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.)* |
| Students can properly use social studies vocabulary for Asia.  Students can identify and describe the six major regions of Asia (Northern/Central/Southern/Southeast/East/Western).  Students can describe and explain how people have adapted to life in each of the six major regions of Asia.  Students can identify the challenges to life in each of the six major regions of Asia.  Students can develop compelling questions and research how people live in the six major regions of Asia. | Students will be able to participate in the review and discussion of the six major regions of Asia (Northern/Central/Southern/Southeast/East/Western).  Students will view videos that identify and explain the six major regions of Asia.  Students will be able to participate in activities through Nearpod on the six major regions of Asia.  Students will be able to answer quiz questions about the six major regions of Asia after completion of their Nearpod activities. |
| **Essential Question(s)**  (Can be copied/pasted from Curriculum Plan.) | 1. What land masses make up “Asia”? 2. Why does the history of Asia matter today? 3. How do the physical and human geography of Asia affect people, places and regions? 4. Why do we study culture from Asia and what does it teach us? 5. What makes Asia unique? | |
| **Academic Vocabulary**  (Can be copied/pasted from Content Area  Proficiency Scales) |  | |
| **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.** | |
| Students will answer questions, complete exit slips, take weekly quizzes, participate in the weekly Kahoot! challenge and successfully complete the assessment for the information covered. | |

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| **Blended Learning Instructional Framework: Whole Group Instructional Plan** | | | | | |
| **Lesson/Topic** | **Lesson Target/Objective** | **Synchronous/Live Instruction** | **Asynchronous Playlist** | **Assessment/Performance Task** | **Due Date** |
| **Lesson 1 03/15/21**  **&**  **03/16/21** | -Students will learn about the TRIO program offered at Compton Drew. | -Mrs. Lopez, TRIO specialist at CD, will give a presentation on the TRIO program to inform/make students aware of the program. | -None | **Formative Options**  • None    **Summative Tasks**  • None | 03/15/2021  &  03/16/2021 |
| **Lesson 2**  **03/17/21**  **&**  **03/18/21** | -Students can properly use social studies vocabulary for Asia.  -Students can identify and describe the six regions of Asia.  -Students can describe and explain how people have adapted to life in Asia.  -Students can identify the challenges faced when living in Asia. | -Teacher will review the common characteristics of Asia.  -Teacher will use a Nearpod presentation to describe Asia and the people that live across/throughout it.  -Teacher will use an interactive Nearpod presentation to describe and explain how people live in and adapt to the challenges of Asia. | -Students will review information and take notes on Asia.  -Students will review/revise/rewrite their notes as needed.  -Students will create a visual vocabulary project about Asia, it’s landforms, culture and the people that live there. | **Formative Options**  • Student Work Analysis  • Strategic Questioning  • Discussion  • Classroom Polls  • Kahoot  • Do Nows  • Exit Slips  • Quizzes    **Summative Tasks**  • End of Unit Assessment  • Teacher Made Assessments | 03/17/2021  &  03/18/2021 |
| **03/19/21** | -NO SCHOOL/PROFESSIONAL DEVELOPMENT DAY. | -NO SCHOOL/PROFESSIONAL DEVELOPMENT DAY. | -NO SCHOOL/PROFESSIONAL DEVELOPMENT DAY. | -NO SCHOOL/PROFESSIONAL DEVELOPMENT DAY. | 03/19/2021 |

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| **Blended Learning Instructional Framework: Whole Group Instructional Plan** | | | | | |
| **Lesson/Topic** | **Lesson Target/Objective** | **Synchronous/Live Instruction** | **Asynchronous Playlist** | **Assessment/Performance Task** | **Due Date** |
| **Lesson 1 03/22/21**  **&**  **03/23/21** | **SPRING BREAK** | **SPRING BREAK** | **SPRING BREAK** | **SPRING BREAK** | 03/22/2021  &  03/23/2021 |
| **Lesson 2**  **03/24/21**  **&**  **03/25/21** | **SPRING BREAK** | **SPRING BREAK** | **SPRING BREAK** | **SPRING BREAK** | 03/24/2021  &  03/25/2021 |
| **03/26/21** | **SPRING BREAK** | **SPRING BREAK** | **SPRING BREAK** | **SPRING BREAK** | 03/26/2021 |

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