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

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| **Name** | Marissa Koenig, Barbara Portwood  | **Grade** | 10 | **Subject** | World Literature  |
| **Week of** | 9/14 – 9/25 | **Topic** | Unit I – Social Justice  | **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).* |
| [RI.1.A](https://stlps-my.sharepoint.com/%3Ab%3A/g/personal/jkeplar1682_slps_org/EcskwDsUlQhIrRPsOcTB930BSoiV83oVB81klqEDVAdnNA?e=lBoX3S) - Draw conclusions, infer and analyze by citing textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. [RI.1.B](https://stlps-my.sharepoint.com/%3Ab%3A/g/personal/jkeplar1682_slps_org/ESpFMHzSyWVDhNGJveK686cB_m2d4PQoTIvwDS4xqM33cw?e=d5zLLA) - Determine the meaning of words and phrases as they are used in the text, including figurative, connotative, and content-specific meaning using context affixes, or reference materials.[RI.2.D](https://stlps-my.sharepoint.com/%3Ab%3A/g/personal/jkeplar1682_slps_org/EbvWsFG5tLVKvoR6ct4VSe4Bqr_vNBb4XT8QPWwEgJn1pw?e=nOkPYG) - Evaluate an author's argument, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning. |
| **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.)* |
| [RI.1.A](https://stlps-my.sharepoint.com/%3Ab%3A/g/personal/jkeplar1682_slps_org/EcskwDsUlQhIrRPsOcTB930BSoiV83oVB81klqEDVAdnNA?e=lBoX3S)* I can navigate and confidently use all methods of communication as well as the various tools and websites for virtual learning
* I can draw conclusions by citing textual evidence to support analysis of what a text says explicitly.
* I can make inferences based on an analysis of what the text says explicitly.
* I can cite relevant and thorough textual evidence to support inferences drawn from the text.

[RI.1.B](https://stlps-my.sharepoint.com/%3Ab%3A/g/personal/jkeplar1682_slps_org/ESpFMHzSyWVDhNGJveK686cB_m2d4PQoTIvwDS4xqM33cw?e=d5zLLA)* I can determine the meanings of words as they are used in the text, using context, affixes, or reference materials

[RI.2.D](https://stlps-my.sharepoint.com/%3Ab%3A/g/personal/jkeplar1682_slps_org/EbvWsFG5tLVKvoR6ct4VSe4Bqr_vNBb4XT8QPWwEgJn1pw?e=nOkPYG)I can evaluate an author’s argument in a text. | * [Exit Slip](https://forms.office.com/Pages/ResponsePage.aspx?id=az3jCFSmakiA4yCxkK4i16TkQEneUtBEtBrSDirOtpNUNFc2NDdUREJZMURTVkpJNjdFNllQREFRMy4u): In the first paragraph, what reasons does King give for his confidence in the outcome of the struggle? Reread paragraphs 13-18. How does King explain his decision to break the law? Cite evidence from the text in your responses.
* [Exit Slip](https://forms.office.com/Pages/ResponsePage.aspx?id=az3jCFSmakiA4yCxkK4i16TkQEneUtBEtBrSDirOtpNUNTRPNlhMVTRCNE1KTjhTR1Y4R01HRkUwRS4u): Consider the history King describes and the status quo he critiques in “Letter from Birmingham Jail.” In the context of this text, how has America changed over time? To what extent do you see the problems that King described in this letter to society today? Cite evidence from the text in your response.
* [Exit Slip](https://forms.office.com/Pages/ResponsePage.aspx?id=az3jCFSmakiA4yCxkK4i16TkQEneUtBEtBrSDirOtpNUNEQwRDVJOVBETEE4STM1MzNVQVFUVUo2My4u): In the context of this text, what are the effects of racism? How does racism emerge? Cite evidence from the text in your response.

[Exit Slip](https://forms.office.com/Pages/ResponsePage.aspx?id=az3jCFSmakiA4yCxkK4i16TkQEneUtBEtBrSDirOtpNUQVhVTEgyVlg3U0NTTUNYRUo2QUFQQ083OC4u): In the context of this text, what is good and how do we know? How does King’s argument address morality and injustice? Cite evidence from the text to support your inferences.  |
| **Essential Question(s)**(Can be copied/pasted from Curriculum Plan.) | 1. What is just? How do you know? Who tells you?
2. What is fair? How do you know? Who tells you?
3. Do individuals have a responsibility to each other?
4. Do instances of injustice affect society as a whole?
5. How does socioeconomic status affect individuals? Groups?

Are there certain resources or services that all people should have access to? Does the quality of these resources or services matter? |
| **Academic Vocabulary**(Can be copied/pasted from Content AreaProficiency Scales) | [RI.1.A](https://stlps-my.sharepoint.com/%3Ab%3A/g/personal/jkeplar1682_slps_org/EcskwDsUlQhIrRPsOcTB930BSoiV83oVB81klqEDVAdnNA?e=lBoX3S)1. conclusions 2. inference 3. Analyze 4. relevant 5. thorough 6. textual evidence 7. analysis 8. explicitly 9. Inferences

[RI.1.B](https://stlps-my.sharepoint.com/%3Ab%3A/g/personal/jkeplar1682_slps_org/ESpFMHzSyWVDhNGJveK686cB_m2d4PQoTIvwDS4xqM33cw?e=d5zLLA)1.phrases 2. figurative meaning 3. connotative meaning 4. analyze 5. content-specific meaning 6. context 7. affixes 8. Reference materials [RI.2.D](https://stlps-my.sharepoint.com/%3Ab%3A/g/personal/jkeplar1682_slps_org/EbvWsFG5tLVKvoR6ct4VSe4Bqr_vNBb4XT8QPWwEgJn1pw?e=nOkPYG)1.central idea/main idea 2. cite 3. concise 4. evidence 5. development 6. Summarize 7. Analyze  |
| **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 complete annotation goals and short answer questions requiring textual evidence with 80% accuracy  |

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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** **9/14 A & 9/15 B** | * **I can complete the STAR reading test within the time allotted and score within my lexile level.**
 | STAR READING TEST Give directions for exit slip when finished with the test. | 1. STAR READING TEST
2. Complete exit ticket
 | How was the reading test? Why? **Complete in Class Notebook on Teams**  | 9/14 & 9/15 – after test  |
| **Lesson 2****9/16 A & 9/17 B** | * **I can determine the meanings of words as they are used in the text, using context, affixes, or reference materials**
* **I can evaluate an author’s argument in a text.**
 | 1. Do Now: What is a just law and an unjust law? What does it sound like it may mean? (CN on Teams)
2. Look at MLK “I Have a Dream” speech (Nearpod). Answer 3 questions at the end and identify 3 main points (CN on Teams)
3. Begin close reading “LFBJ” (CommonLit text – popcorn reading) \*Students will annotate throughout\*
 | 1. Complete “I Have a Dream” assignment if not finished
2. Assign chunk of LFBJ for students to read (write summary in CN under classwork tab)
3. Complete any work missing from previous classes
 | Summary of chunk of text of LFBJ (Class Notebook under Classwork tab) | 9/16 & 9/17 – due at end of day |
| **Lesson 3** **9/18 B & 9/21 A** | * I can evaluate an author’s argument in a text.
 | 1. Do Now: Free write! Write about anything in a paragraph
2. Ethos, Logos, Pathos Nearpod
 | 1. Ethos, Pathos, Logos practice Word doc on Teams (Submit on Teams)
2. Complete any work missing from previous classes
 | Complete Ethos, Pathos, Logos Word doc practice sheet (Submit on Teams in Assignments)  | 9/18 & 9/21 at end of day  |
| **Lesson 4****9/22 B & 9/23 A** | * I can complete the CFA for English II in the allotted time and score within my lexile level
 | 1. Give directions for the CFA pretest
2. Students work on CFA
3. Give directions for exit ticket
 | 1. Complete CFA
2. Complete exit ticket
 | Exit ticket: What are you learning about your reading skills? (Submit on Teams in CN) | 9/22 & 9/23 at end of day  |
| **Lesson 5** **9/24 B & 9/25 B** | * I can make inferences based on an analysis of what the text says explicitly.
* I can cite relevant and thorough textual evidence to support inferences drawn from the text.
 | 1. Do Now: What do you remember from LFBJ?
2. Finish LFBJ
3. Answer questions (if breakout rooms are avail, use them)
4. Give directions for async work
 | 1. Complete Assessment questions on Common Lit for LFBJ (fillable Word doc)
2. Complete ONE discussion question
3. Finish any missing work from previous classes
 | Exit ticket: Did you like LFBJ? Why or why not? | 9/24 by end of day  |

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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 |  |  |  |  |  |
| Group/Time |  |  |  |  |  |
| Group/Time |  |  |  |  |  |