



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.

Insert School Name – Weekly Virtual Learning Planner

Teacher	Marissa Koenig, Barbara Portwood	Grade	10th	Subject	World Literature
Week of	9.28 – 10.9	Topic/Title	Unit 1 – Social Justice		

Lesson/Topic	Lesson Target/Objective	Synchronous/Live Instruction	Asynchronous Playlist	Assessment/Performance Task	Due Date
Lesson 1 9/28 A 9/29 B	<ul style="list-style-type: none"> I can determine the meanings of words as they are used in the text, using context, affixes, or reference materials <p>I can evaluate an author's argument in a text.</p>	<ol style="list-style-type: none"> Do Now: What are the 4 basic steps for a non-violent campaign according to MLK? Go over summary assignment from last week (paragraphs 6-7) Continue reading LFBJ – Answer Guided reading Q2 <p>Annotate vocab words & test quotes</p>	<ol style="list-style-type: none"> Read next section to Guided Reading Q3 Answer Guided Reading Q3 Finish any work from previous classes <p>**Depending how far we get while reading**</p>	Exit Slip: What problems do you see in today's world that are similar to what MLK is describing? (Class Notebook – Exit Ticket tab)	Next class period 9.30 and 9.31
Lesson 2 9/30 A & 10/1 B	I can complete the Achieve reading test in the time allotted	<ol style="list-style-type: none"> Give directions for Achieve Reading test <p>Make sure all students have Achieve logins</p>	<ol style="list-style-type: none"> Finish Achieve reading test <p>Make up any missing work</p>	None	None
Lesson 3 10/5 A & 10/6 B	<ul style="list-style-type: none"> 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. 	<ol style="list-style-type: none"> Do Now: What do you remember from LFBJ? Finish LFBJ/Continue reading LFBJ Annotate quotes and vocab words 	<ol style="list-style-type: none"> Assign chunk of LFBJ to read and annotate 2 pieces of information w/notes Identify one example of ethos, pathos, or logos in text we read so far Finish any missing work <p>Check for Achieve make up tests</p>	Exit Ticket: Why do you think this letter is so famous? (Class notebook – Exit Ticket tab)	Next class period 10.7 & 10.8
Lesson 4 10/7 A & 10/8 B	<ul style="list-style-type: none"> I can cite relevant and thorough textual evidence to support inferences drawn from the text. 	<ol style="list-style-type: none"> Do Now: Do you agree whatever affects one directly affects all indirectly? Why? Continue LFBJ <p>Give Vocab directions</p>	<ol style="list-style-type: none"> Study for vocab quiz Complete any missing work 	None	Vocab quiz next class
Lesson 5 10/2 A 10/9 B	<ul style="list-style-type: none"> I can manage my time by taking time to make up any missing work 	<ol style="list-style-type: none"> Do now: Free write Friday! Complete Vocab quiz Give academic make up day Revisit annotations/vocab for LFBJ 	<ol style="list-style-type: none"> Help students make up any missing work Complete vocab quiz 	None	None