



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.

Gateway STEM High School – Weekly Virtual Learning Planner

Teacher	Ms. Del Bosque	Grade	10 th Grade	Subject	English 250
Week of	8.31-9.04	Topic/Title	Welcome to the Start of a New School Year!		

Lesson/Topic	Lesson Target/Objective <i>What will you learn?</i>	Synchronous/Live Instruction <i>What will we do in our live class?</i>	Asynchronous Playlist <i>What will you do independently?</i>	Assessment/Performance Task <i>What will you turn in?</i>	Due Date
Lesson 1 (08/31)	<p>In this lesson, I will...</p> <ul style="list-style-type: none"> - Get to know my teacher and classmates - Understand how our virtual class will run and what is expected of me as a virtual student - Understand the objectives of this course and what our class will cover this year 	<p>Do Now: Each student will respond to the prompt in the chat.</p> <p>Intro: Ms. DB will introduce herself to the class. Then, students will take turns briefly introducing themselves.</p> <p>About Our Class: Ms. DB will walk through the structure and expectations of our virtual class. Students will have the opportunity to ask clarifying questions.</p> <p>Class Game: As a class, we will play an icebreaker game to get to know each other more.</p> <p>Exit Ticket: Students will answer and submit questions related to today's live lesson.</p>	<p>Nearpod: Students will independently, at their own pace, complete a Nearpod lesson in which they will review the class syllabus, complete activities, and help establish our class norms.</p>	<p>Exit Ticket: Students will answer questions related to the live lesson.</p> <p>Nearpod Lesson: Students will complete the Nearpod lesson assigned in their asynchronous playlist (independent work time)</p>	<p>Recommended due date: 9/01</p> <p>Final due date: 9/06 11:59 pm</p>
Lesson 2 (09/02)	<p>In this lesson, I will...</p> <ul style="list-style-type: none"> - Identify and share my current point of view on this unit's essential questions - Define key terms for this unit 	<p>Do Now: What does Social Justice look like to you? Draw it! (to be completed in notebook or on a sheet of paper)</p> <p>Mini Lesson: Introduction to our first unit of the year — The Journal towards Social Justice</p> <p>Class Activity: As a class, we</p>	<p>Word Study Graphic Organizer: Students will complete this assignment by defining and explaining key terms related to our Social Justice unit</p>	<p>Classwork: Students will submit a picture of their Do Now drawing, Essential Questions responses, and exit ticket from our live lesson</p> <p>Word Study Graphic Organizer: Students will complete this assignment</p>	<p>Recommended due date: 9/03</p> <p>Final due date: 9/06 11:59 pm</p>

		<p>will go through each of the 6 essential questions related to this unit. For each question, students will take 60 seconds to write down their immediate ideas, and then we will engage in a class discussion.</p> <p>Exit Ticket: Students will write a reflection based on today's live lesson. (to be completed in notebook or on a sheet of paper)</p>		<p>assigned for their asynchronous playlist (independent work time)</p>	
<p>Lesson 3 (09/04)</p>	<p>In this lesson, I will...</p> <ul style="list-style-type: none"> -Distinguish between the denotative and connotative meanings of a word -Identify the point(s) of view in a text -Cite text evidence to support my inferences and conclusions 	<p>Do Now: What do you envision when you hear the word protest? Write or draw what the word protest immediately makes you think of.</p> <p>Mini-Lesson: Ms. DB will define Protest and discuss the difference between the denotative (dictionary definition) and connotative (associative or secondary) meaning of the word. As a class, we will reflect and brainstorm: based on the denotative meaning, what else could be considered protest?</p> <p>Class Activity: As a class, we will explore the denotative meaning of 'protest' by analyzing two different sets of song lyrics.</p> <p>Exit Ticket: Students will explain the difference between the denotative and connotative definitions of the word 'protest'.</p>	<p>Student Analysis of 2 'Protest' Examples</p> <p>Find 2 examples (song, quote, image, poster, video, movie, poem, book, short story, podcast, etc.) that convey some sort of protest. One example should relate to the connotative meaning of the word (what people immediately think of or associate the word with). The other examples should relate to the denotative meaning of the word (what else could be considered protest just from the dictionary definition). For each example, explain whose point of view is being expressed and what they are protesting. Support your responses by citing specific information (evidence) from the example.</p> <p><i>This assignment may be handwritten or completed by filling out the Microsoft Form.</i></p>	<p>Classwork: Students will submit a picture of their Do Now, notes, and exit ticket from our Live Lesson</p> <p>Student Analysis of 2 'Protest' Examples: Students will complete this assignment assigned for their asynchronous playlist (independent work time)</p>	<p>Recommended due date: 9/04</p> <p>Final due date: 9/06 11:59 pm</p>