**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** | Isyed Jorrin | **Grade** | All grades | **Subject** | Spanish |
| **Week of** | 8/31-9/11/20 | **Topic** | Introductory Class, Introduction to Teams | **Link to Tracker** |  |

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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).* | |
| * being able to ask for and provide basic personal information. * To express knowledge about the days of the weeks as well as months of the year and incorporate that knowledge to make plans for activities. * Daily educational phrases incorporated to greetings and farewells. | |
| **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.)* |
| * The student can identify appropriate behavior when greeting someone * The student can begin using numbers * The student can talk about things in the classroom | * Learning new vocabulary * Comparing construction between Spanish and English * The vocabulary, grammar and culture introduced are recycled throughout the text. |
| **Essential Question(s)**  (Can be copied/pasted from Curriculum Plan.) |  | |
| **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.** | |
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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**  **8/31-9/1** | Introductory class. Getting to know each other. Formal presentation about what subject will be like for the semester. Walk through Zoom, and Teams | 1. Do Now: Call roaster 2. Warm up activity: Let’s talk about what you did over the summer? 3. Discussion question: What would you like to see and learn as for Spanish this school year? |  |  | **8/31-9/1** |
| **Lesson 2**  **9/2-9/3** | Students will learn different vocabulary words related to greetings/farewells. | 1. Do Now: introduction of a video presenting formal greeting/farewells in Spanish 2. Ask students to exchange with each other greetings and farewells. | 1. Review with students on the uploaded word doc formal and informal ways and practice pronunciation. 2. To write a short introduction dialogue with the presented content. | By means of questions, assessment  <https://www.youtube.com/watch?v=H-84u9D3Qpc>  <https://www.spanish.cl/vocabulary-lists/greetings-farewells.htm> | 9/4 |
| **Lesson 3**  **9/4** | Students will learn and practice numbers as well as classifying them in cardinal and ordinal. | 1. Do Now: Warm up activity: Who can tell me what good are numbers for? 2. Introduction of a video presenting cardinal and ordinal numbers | 1. Student will practice how to say and write numbers. 2. Write five sentences of a free topic where you have to use cardinal or ordinal numbers. | By means of questions, assessment  <https://www.youtube.com/watch?v=iVyUMBmfDiY>  <https://www.spanishdict.com/guide/numbers-in-spanish-0-100> | 9/4 |
| **Lesson 4**  **9/8-9/9** | Students will identify and learn new vocabulary to express about weather in general to successfully and appropriately communicate in Spanish. | 1. Do Now: Warm up activity: What’s the weather like today? 2. Introduction of a video presenting essential information related to weather. | 1. Students will practice some extra ways to inquiry about weather. | By means of questions, assessment  <https://www.youtube.com/watch?v=K3XN9ohrXYU>  <https://www.thespanishexperiment.com/learn-spanish/weather> | 9/10 |

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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  **TBD** |  |  |  |  |  |
| Group/Time |  |  |  |  |  |
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