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**St. Louis Public Schools Standards-Based**

**Blended Learning Lesson Planner**

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| **Name** | Karen Comiskey | **Grade** | 7th  | **Subject** | World Cultures and Geography |
| **Weeks of** | 05/16/22 – 05/20/22 | **Topic** | South Asia – History & Culture | **Link to Tracker** | (Link tracker here)  |

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|  **Planning and Preparation** |
| **Cultural Context Differentiation:** 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, pro-sure every learner is able to access grade level curriculum and resources. |
| **Missouri** **Learning Standards****Know & Do****Identify the standards you will teach during this lesson, then identify what students should know and be able to do after engaging in this lesson.**(Information for this section can be accessed in the Unpacked / Unwrapped Standards Tool.) | **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.F Locate the major landforms of the world.
* 6-8.G.1.G.E Locate the major countries of the world.
* 6-8.G.2.PC.A – Compare and contrast the human characteristics within and among regions.
* 6-8.G.1.PC.B – Explain how the physical and human characteristics of places and regions are connected to human identities and cultures.
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| **Know****(*What do students need to know?)*** | **Do****(*What should students be able to do?)*** |
| * The student will classify landforms by their significance and identify what constitutes a “major” landform.
* The student will classify nations by their significance and identify what constitutes a “major” nation. The students will define human characteristics and region.
* The student will investigate at least two regions to reveal the human characteristics of each region.
* The students will define and differentiate between physical and human characteristics.
* The students will define and differentiate between human identities and cultures.
 | * The student will define landform and identify major landforms of the world.
* The students will define nation and identify major nations of the world. The student will compare and contrast the identified human characteristics within and among the multiple regions.
* From teacher provided regions, the student will select and investigate at least two regions.
* The student will examine the physical and human characteristics of the selected regions.
* Then, after the identification of the physical and human characteristics, the student will interpret and summarize how these are related to the human identities and/or culture(s) of each region.
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| **Essential Question(s)**(Can be accessed in the Curriculum Plan.) | * Why does the history of South Asia matter today?
* How do the physical and human geography of South Asia affect people, places, and regions?
* Why do we study South Asian culture and what does it teach us?
* What makes South Asia unique?
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| **Academic Vocabulary** (Information for this section can be accessed in the Unpacked / Unwrapped Standards Tool.) | Locate, landform, nation, human culture, place/location, human characteristics, physical characteristics, human identity, explain, regions, identities, culture, characteristics, compare and contrast.  |
| **Summative Assessment Performance Tasks** | **Design or identify a standards-based summative performance task or assessment that will demonstrate progress towards standards-based proficiency.** |
| The students will complete charts, worksheets, and participate in review activities to show evidence of progress.  |

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| **Blended Learning Instructional Framework: Whole Group Instructional Plan** |
| **Lesson/Topic** | **Learning Target*****Learning target -*** *”I-Can” statements can be accessed in the Unpacked/Unwrapped Standards Tool.* | **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/page numbers where applicable .* | **Due Date** |
| **Synchronous Learning**  | **Asynchronous Learning**  |
| **Lesson 1****05/09/22** | I can understand the history and culture of South Asia. | 1. Do Now – Literacy Activity
2. Students will finish South Asia guided notes and PowerPoint presentation.
3. Finish looking at culture and history in pop culture.
 | 1. N/A
 | Daily Exit Slip | End of Class |
| **Lesson 2****05/10/22** | I can understand the history and culture of South Asia. | 1. Do Now – Literacy Activity
2. If needed finish looking at culture and history in pop culture.
3. Begin makeup and extra credit work.
 | 1. N/A
 | Daily Exit Slip | End of Class |
| **Lesson 3** **05/11/22** | I can take CSA #4 | 1. Do Now – Literacy Activity
2. CSA #4
 | 1. N/A
 | Daily Exit Slip | End of Class |
| **Lesson 4 05/12/22** | I can complete makeup and extra credit work. | 1. Do Now – Literacy Activity
2. Makeup and extra credit work day.
 | 1. N/A
 | Daily Exit Slip | End of Class |
| **Lesson 5** **05/13/22** | I can complete makeup and extra credit work. | 1. Do Now – Literacy Activity
2. Makeup and extra credit work day.
 | 1. N/A
 | Daily Exit Slip | End of Class |

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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 |  |  |  |  |  |
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