Diagram

Description automatically generated **St. Louis Public Schools**  
**Standards-Based Blended Learning Lesson Planner**

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| **Unit Instructional Planner** | | | | | |
| **Name** | **Tolliver** | **Date** | **8/21-9/1** | **Grade & Subject** | **English II and AP Lit** |
| **Unit Topic** | UNIT 0 | | | | |
| **Lesson Objectives** | **Content Objective(s) / Learning Targets**  *(See curriculum plan and unpacked standards document)* | | | **Language Objective**  *Refer to the “Teacher Can Do” section of* [*Accommodations & Differentiation*](https://stlps-my.sharepoint.com/:w:/g/personal/ekrueger1599_slps_org/EaPJog3kJkJEu_XxrArfgvIB87T4tyHeQczHwzIvYohvlQ?e=76zDn2) document *to write the appropriate language objective(s) based on scholars’ needs and level.* | |
| SWBAT review course.  SWBAT familiarize themselves with the digital platforms at RHS.  SWBAT understand Habits of Mind that will aid learning across all content areas.  SWBAT identify what learning style(s) work best for them. | | |  | |
| **Focus Standard(s)** | **Standards**  *(See curriculum plan and unpacked standards document)* | | | **Prior Knowledge/Unfinished Learning Needs (Data)**  *Information regarding prior knowledge can be obtained from the unpacked standards document. Unfinished learning needs are concepts and/or skills that scholars either were not able to progress to proficiency or did not have the opportunity to learn. This information can be taken from pre-tests, prior assessments, and other forms of scholar evidence.* | |
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| **Essential Questions & Vocabulary** | **Essential Questions**  *(See curriculum plan and unpacked standards document)* | | | **Unit Vocabulary**  *(See curriculum plan and unpacked standards document)* | |
| Why is it important to be in control of your learning? | | | Metacognition | |
| **List of resources or strategies related to learner’s style & needs embedded throughout lesson** | **Cultural Context Differentiation (Incorporating)**  *How will you encourage scholars to draw on their own prior knowledge? How will you encourage students to contribute to group discussions? What makes this lesson relevant to scholars and their communities? (Solicit scholar input). How is the classroom content diverse? How are the groups diverse and ever changing? How will you build relationships with scholars to ensure they feel respected, valued, and seen for who they are?* | | | **Integrated Technology**  *Strategies, resources, and tools can be found in the curriculum plan, textbook, and the* [*Technology Integration Matrix*](https://fcit.usf.edu/matrix/matrix/) *(TIM) website.* | |
|  | | | Teams  SIS  Outlook  StudySync  Norton | |
| **Multi-Tiered Systems of Support (MTSS) Resources**  *Refer to the “Accommodations and Differentiation” section of* [*Accommodations & Differentiation*](https://stlps-my.sharepoint.com/:w:/g/personal/ekrueger1599_slps_org/EaPJog3kJkJEu_XxrArfgvIB87T4tyHeQczHwzIvYohvlQ?e=76zDn2) document *to write the appropriate multi-tiered systems of support based on scholars’ needs and level* | | | | |
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| **WEEK ONE** | **MONDAY (A) 8/21 / TUESDAY (B) 8/22** |  | **WEDNESDAY (A) 8/23 / THURSDAY (B) 8/24** |  | **FRIDAY () 8/25** |
| ***Please be mindful to include specific learning activities, vocabulary strategies, instructional methods, differentiation, and check for understanding in each component of the lesson, as appropriate. Cultural Context Differentiation and Blended Learning should be integrated into all components of the lesson plan. Please see the*** [Lesson Plan Guide Book](https://stlps-my.sharepoint.com/:w:/g/personal/ekrueger1599_slps_org/EVqCD0dtTcxBupdABV4PLbMBq7iOszGIGC8cVgd8PqxbpA?e=M0EWNZ) ***for examples and more information.*** | | | | |
| **Learning Target**  *(Learning progression towards standard)* | SWBAT review course. |  | SWBAT familiarize themselves with the digital platforms at RHS.  SWBAT identify what learning style(s) work best for them. |  | **SWBAT understand Habits of Mind that will aid learning across all content areas.** |
| **Do Now**  *(Prior Knowledge or Unfinished Learning)* |  |  |  |  |  |
| **Engage**  *(Hook / Launch)* |  |  | [Learning Styles](https://docs.google.com/presentation/d/1psIhhz2-LZroJPXDCrneSvMn6zVGPTHDB16TPbYh_9U/edit?usp=sharing)  [Digital Literacy2](https://docs.google.com/presentation/d/1MUFcl5-9e1sQVlmyn_JQAViVxYaKMgVg-_T2t-S9vf8/edit?usp=drive_link) |  |  |
| **Explore**  *(Activities)* | [Slay](https://docs.google.com/presentation/d/1zPVOMpJWQMXDxeE97U66XpLRdDqhwZMnXUeRkvvZ75M/edit?usp=drive_link)  [Syllabus](https://docs.google.com/document/d/1xdAXTcPRLDOKvPD54Q0O-YoumHcddwM8/edit?usp=sharing&ouid=111669654191197669355&rtpof=true&sd=true)  [First Day](https://docs.google.com/presentation/d/1AnHdKrwcoi8XoXLSBIM6VYz0-varpT4JykVHdyB0Qdo/edit?usp=sharing)  Trackers  [Procedures](https://stlps-my.sharepoint.com/:p:/g/personal/mtollive2051_slps_org/EU9x9MZTpchOokczMWTsr1QBLEnkphafPXd6uzXpSrv8Cw?e=bT1bVP) |  |  |  | [Habits of Mind](https://docs.google.com/presentation/d/1YmyNzk8DgMYz6OQKD8pNOK8lW-lOGw78zSDn0qIKsIc/edit?usp=sharing)  **HOM Anchor Chart** |
| **Explain**  *(Demonstrate Learning)* |  |  | [Document Review](https://docs.google.com/document/d/1vg5F1dgada3u2tmHlW1fxzIA3U9vKxEeI5bN5W_fb-c/edit?usp=sharing)  [Learning Style Worksheet Digital](https://docs.google.com/document/d/15gRjyiSA3-19Uiim3cS0Wxl0_hfubCgeJ6rKJ9xVbQg/edit?usp=sharing)  [Learning Style Worksheet Print](https://docs.google.com/document/d/1VPpLiPlFVvc6J5udzBl0sndpywLy6qZobk2TRgzx_3s/edit?usp=sharing) |  | **SWBAT understand Habits of Mind that will aid learning across all content areas.** |
| **Elaborate***.*  *(Extend Thinking)* |  |  |  |  |  |
| **Evaluate**  *(Exit Ticket)* |  |  |  |  |  |
|  |  |  |  |  | [Habits of Mind](https://docs.google.com/presentation/d/1YmyNzk8DgMYz6OQKD8pNOK8lW-lOGw78zSDn0qIKsIc/edit?usp=sharing)  **HOM Anchor Chart** |