**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** | Daniel Laleman and Barbara Portwood | **Grade** | 11th | **Subject** | American Literature |
| **Week of** | August 31 – September 11 | **Topic** | Powerpoint and Clint Smith Poems | **Link to Tracker** | Insert Your Tracker Link Here |

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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).* | |
| 11-12.W.1.A - Conduct research to answer a question or solve a problem | |
| **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.)* |
| I can analyze how word choice contributes to meaning. | I can make a personal connection to a topic by expressing my opinions, demonstrating my understanding of the test, and making connections to my prior knowledge and experience. |
| **Essential Question(s)**  (Can be copied/pasted from Curriculum Plan.) | 1. What are the responsibilities of the individual in regard to issues of social justice? 2. Can literature serve as a vehicle for social change? 3. When should an individual take a stand against what he / she believes to be an injustice? What are the most effective ways to do this? 4. What are the benefits and consequences of questioning /  challenging social order? 5. What are the causes and consequences of prejudice and injustice, and how does an individual’s response to them reveal his/her true character? | |
| **Academic Vocabulary**  (Can be copied/pasted from Content Area  Proficiency Scales) | Learn new terms associated with TEAMS software.  Learn how imagery in Clint Smith’s poems helps students visualize the meaning of his poems. | |
| **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.** | |
| Week 1:  Day 1: Give each student time to record their thoughts.  Day 2: Students will discuss what they have submitted.  Week 2:  Day 1: Give students time to discuss poems.  Day 2: Students will form group discussions to discuss what they have discussed.  Day 3: Review reflections having students submit them for a grade. | |

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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 (Date)** | Students will get to know each other | Go over rules | Create powerpoint | Evaluate powerpoint | 9/1 or 9/2 |
| **Lesson 2**  **(Date)** | Students will understand poetry by Clint Smith | Read poems | Create reflection | Evaluate reflection | 9/10 or 9/11 |
| **Lesson 3 (Date)** |  |  |  |  |  |
| **Lesson 4**  **(Date)** |  |  |  |  |  |
| **Lesson 5 (Date)** |  |  |  |  |  |

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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 |  |  |  |  |  |
| Group/Time |  |  |  |  |  |
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