**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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|  |  BYRD, HOWELL, MCCARTER, HARDNETT | **Grade** | 1st | **Subject** |  Social Studies |
| **Week of** | 09/27- 10/1 | **Topic** | Community and Culture | **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*** **1.RI.6.A** Describe cultural characteristics of your school & community including language, celebrations, customs, holidays, artistic expression, food, dress, & traditions.
* **1.EG.5.C.b** Describe human characteristics of your community such as population composition, architecture, kinds of economic and recreational activities, transportation and communication networks, etc
 |
| **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 students will be able to describe traditions in their family, school, and community.** |  **The student will describe cultural characteristics of my school and community, use artifacts to explain how culture is shared and explain the contributions of significant individuals in our history.**  |
| **Essential Question(s)** | How does my culture and community influence each other? |
| **Academic Vocabulary** |  Community, Human characteristics, Cultural characteristics, Culture, Cultural heritage, Customs, Traditions, Commemorates, Artifact |
| **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.** |
| Exit Slip: Draw your culture |

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| **Lesson/Topic** | **Lesson Target /Objective** | **Synchronous/Live Instruction** | **Asynchronous Playlist** | **Assessment/Performance Task** | **Due Date** |
| **Lesson 1****(Monday, September 27** | **I can describe what culture is.**  | **Watch and discuss:** [**What is Culture?**](https://youtu.be/RwSYrsjTiW4) | [**PBS Kids Social Studies**](https://pbskids.org/games/social-studies/) |  |  |
| **Lesson 2 (Tuesday, September 28)** | **I can explain the influence of family and culture.** | **Choose the best family book for your class and then read and discuss:** [**Todd Parr, The Family Book**](https://youtu.be/bCUM1Qfcw3A) **and/or** [**Our Class is a Family**](https://youtu.be/RVvJU-eHQR4) | [**PBS Kids Social Studies**](https://pbskids.org/games/social-studies/) |  |  |
| **Lesson 3 (Wednesday, September 29)** | **I can describe my own culture.**  | **Read and do the quiz for:** [**Get Epic! One Land, Many Cultures**](https://www.getepic.com/book/58661913/one-land-many-cultures?utm_source=t2t&utm_medium=link&utm_campaign=content&share=7067242096) | [**PBS Kids Social Studies**](https://pbskids.org/games/social-studies/) |  |  |
| **Lesson 4 (September 30)** | **I can explain the culture of my community.**  | **Watch and discuss:** [**What Makes Us Unique? Facts about Diversity**](https://youtu.be/0OgYf8hDlcQ) | [**PBS Kids Social Studies**](https://pbskids.org/games/social-studies/) |  |  |
| **Lesson 5 (October 1)** | **REVIEW** |  | [**PBS Kids Social Studies**](https://pbskids.org/games/social-studies/) | **Draw your culture: Students will draw a portrait of their culture.**  |  |

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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 | 1 to 1 | 1 to 1 | 1 to 1 | 1 to 1 | 1 to 1 |
| Group/Time | 1 to 1 | 1 to 1 | 1 to 1 | 1 to 1 | 1 to 1 |
| Group/Time | 1 to 1 | 1 to 1 | 1 to 1 | 1 to 1 | 1 to 1 |
| Group/Time | 1 to 1 | 1 to 1 | 1 to 1 | 1 to 1 | 1 to 1 |