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

Name	Connie Alonso	Grade	9	Subject	American History
Week of	11/16 – 11/20	Topic	American expansion	Link to Tracker	Coming Soon!

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).*
	9-12.AH.1.EC.A Using a United States historical lens, analyze the opportunity costs and benefits of economic decisions on society as a whole as well as on individuals post c. 1870. *9-12.AH.2.CC.CTrace the contributions of individuals and institutions on social, political, artistic and economic development. (Su) *9-12.AH.6.PC.BAnalyze push-pull factors to explain changing immigration patterns and their continuing effects on the United States.

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.)*
	- Students will explain the MAIN causes of WWI - Students will identify the technological advances and its affect during WWI - Students will anaylzye the poltical, economical, and social consequences of WWI - Students will locate the poltical and physical features of countries involved in WWI	Complete immigration worksheet who came and compare it to be the current make up of USA Complete a worksheet – what was life like for the immigrants Complete a worksheet industrial revolution and its effect on USA Complete how did America change in urbanization Complete why USA has the image as imperialistic

Essential Question(s) *(Can be copied/pasted from Curriculum Plan.)*	• What happened to the USA after the civil war?

Academic Vocabulary *(Can be copied/pasted from Content Area Proficiency Scales)*	Immigration, imperialism urbanization industrialization robber banns, free enterprise monopoly unions tenements philanthropy

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.**
	Create a Prezi- America during the latter half of 19th century

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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 11/16	Students will locate and explain how the age of immigration and topography affected the USA and its involvement in WWI	1. Do Now: what does the USA look like? In terms of its people 2. Lecture/notes on who what when why people came to America 3. Discussion on maps of world early 1900s	1. Recording of session 2. World leading up to WWI video 3. Map work	Exit question: What was key to the world in the early 1900's	
Lesson 2 11/18	Students can explain the MAIN causes of WWI	1. Do Now: What causes a war 2. Lecture MAIN causes of WWI 3. Lectures guided notes on ecology of WWI and its affect	1. Recording of session 2. Video MAIN causes of WWI 3. Video on technology advances and its affect 4. WWI Prezi -	Exit question? What were the causes and spark to WWI	9/24
Lesson 3 11/20	Students can explain how the political, economic and social effects of WWI	4. Do Now: what ends a war 5. Lecture notes on effects of WWI on 6.	1. Recording of session 2. Video lasting impact of WWI 3. Work on PPT - must be turned in	Exit question How did WWI affect the world?	9/30

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.*

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					
Group/Time					
Group/Time					