



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	11/12	Subject	Government
Week of	11/16 – 11/20	Topic	US Constitution	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) <small>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.)</small>	Missouri Learning Standards <small>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).</small>	
	<p>*** **9-12. G.3.GS. Analyze the unique roles and responsibilities of the three branches of government to determine how they function and interact.</p> <p>***9-12. G.3.GS. Describe and give examples of how the constitutional principle of checks and balances limits the powers of government and leaders.</p> <p>***9-12. G.3.GS. Explain how the Bill of Rights and subsequent amendments limit the power of government, protect individual liberty, and provide for equality under the law</p> <p>**9-12. G.3.CC. Explain how the central debates of the Constitutional Convention were resolved.</p>	
Learning Target(s) <small>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.)</small>	Know <small>(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.</small>	Do <small>(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.)</small>
	<ul style="list-style-type: none"> Students can identify the documents and people that influenced our D of I Students can identify the documents that influenced US Constitution Students can explain the A or C and why they were week Students can explain the controversy and issue around the Constitution convention Students can identify and explain the principles grounded in constitutional Students can identify and explain the compromises made in ratify the constitution Students can identify and apply the separation of powers Students can identify and apply the principles found in the conditions 	<ul style="list-style-type: none"> Quizlets Peer to peer tutor Practice consisisation test
Essential Question(s) <small>(Can be copied/pasted from Curriculum Plan.)</small>	<ul style="list-style-type: none"> Do I know enough about how our countries democracy works 	
Academic Vocabulary <small>(Can be copied/pasted from Content Area Proficiency Scales)</small>	Popular sovereignty federalism separation of powers checks and balances veto impeach amendment 3/5 th compromise ratification expansion enumerated powers concurrent powers reserved powers	
Summative	Design or identify a standards-based summative performance task or assessment that will demonstrate progress towards proficiency on the standard / objectives.	

Assessment Performance Tasks /	US constitution test in scantron
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Blended Learning Instructional Framework: Whole Group Instructional Plan					
Lesson/Topic	Learning Target <i>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.</i>	Activities, Instruction & Modeling <i>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.</i>		Formative Assessment /Exit Slip <i>How will students demonstrate their daily learning? How will you know if they understand concepts or can apply skills? Please provide links.</i>	Due Date
		Synchronous/Live Instruction	Asynchronous Playlist		
Lesson 1 11/17	Students will apply their knowledge of US democracy to jeopardy games	<ol style="list-style-type: none"> Do Now – When was our constitution written? Where are the goals found? MC test taking tips Jeopardy game Practice test 	<ol style="list-style-type: none"> Recording of sessions Video on Constitution must knows Peer to Peer Jeopardy Games Quizlets 	Exit question: Did I know enough to pass the test on Thursday	11/5
Lesson 2 11/19	Students will take the US Constitution test	<ol style="list-style-type: none"> Do Now: Do you know how to take a MC test MC test taking tips Take the test 	<ol style="list-style-type: none"> Recording of session Peer to peer tutor quizlets 	Exit question? EOC practice test	11/6
Lesson 3 11/20	Review for those that did not pass. Congrates to those that did	<ol style="list-style-type: none"> Did you pass? If not what went wrong. Let's find out 	<ol style="list-style-type: none"> Recording of session Video who does what in our government Complete who's it that 	Exit question. Practice US Constitution test	11/10
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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 <i>Students demonstrating performance at level NE or 1 on the Content Area Proficiency Scale.</i>	Moderate Scaffolding <i>Students demonstrating performance at level 2 on the Content Area Proficiency Scale.</i>	Enrichment/Independent <i>Students demonstrating performance at level 3 or 4 on the Content Area Proficiency Scale.</i>

Weekly Intervention Schedule & Differentiated Learning Planner <i>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.</i>					
Day/Date	Monday	Tuesday	Wednesday	Thursday	Friday
Group/Time TBD					
Group/Time					
Group/Time					
Group/Time					