



**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

<b>Name</b>	Connie Alonso	<b>Grade</b>	10	<b>Subject</b>	World history
<b>Week of</b>	11/6 – 11/20	<b>Topic</b>	Religions of world	<b>Link to Tracker</b>	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.

<b>Standards Based Objective(s)</b> 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.)	<b>Missouri Learning Standards</b> <i>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).</i>	
	9-12.WH.2.CC.A Explain the causes and effects of the expansion of societies in Western Africa, Byzantine Empire, Gupta India, Chinese Dynasties, and Muslim Empires. ***9-12.WH.3.CC.B Analyze the causes and consequences of European overseas expansion to determine its effect on people and cultures in Europe, Asia, Africa, and the Americas **9-12.WH.2.G.A Analyze physical geography to explain how regions are connected or isolated from each other.	
<b>Learning Target(s)</b> <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> (Information for this section of the plan can be copied from the Curriculum Plan or Proficiency Scale.)	<b>Know</b> <i>(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.</i>	<b>Do</b> <i>(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>
	<ul style="list-style-type: none"> <li>Students can explain how why countries explored</li> <li>Students can identify the effect of exploration on European countries</li> <li>Students can explain the effect of exploration on Asian countries</li> <li>Student can identify the political social and economic consequences of expansion</li> </ul>	<ul style="list-style-type: none"> <li></li> </ul>
<b>Essential Question(s)</b> (Can be copied/pasted from Curriculum Plan.)	<ul style="list-style-type: none"> <li>How did Europe become a dominate player in the world</li> </ul>	
<b>Academic Vocabulary</b> (Can be copied/pasted from Content Area Proficiency Scales)	Conquistador colony mercantilism balance of trade	
<b>Summative Assessment Performance Tasks /</b>	<b>Design or identify a standards-based summative performance task or assessment that will demonstrate progress towards proficiency on the standard / objectives.</b>	
	Essay: How did the age of exploration affect your life today?	



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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)? <b>Synchronous learning</b> refers to a learning event in which a group of students are engaging in learning at the same time. <b>Asynchronous learning</b> 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 <b>daily</b> learning? How will you know if they understand concepts or can apply skills? Please provide links.</i>	Due Date
		Synchronous/Live Instruction	Asynchronous Playlist		
<b>Lesson 1</b> 11/16	SW identify the countries and technology that allowed for exploration	<ol style="list-style-type: none"> <li>Do Now: why is Spanish spoke in the Americas</li> <li>Lecture/guided notes in TEAMS on the age of exploration</li> </ol>	<ol style="list-style-type: none"> <li>Recording of session</li> <li>Video crash course of exploration</li> <li>Worksheet who invented and did what</li> </ol>	Exit Questions: what allowed counties to expand their influence around the world?	11/2
<b>Lesson 2</b> 11/18	SW ident the effect of European exploration on counters	<ol style="list-style-type: none"> <li>Do Now: what did you have for lunch yesterday? Where did the food come from?</li> <li>Lecture/Guided Notes influence the age of exploration had on individual counties</li> </ol>	<ol style="list-style-type: none"> <li>Recording of session</li> <li>Video why nations trade</li> <li>Chart on people places, and ideas during age of exploration</li> <li>Complete essay turns in on Friday</li> </ol>	Exit question? Week 11 quiz	11/4

### 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>
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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					