**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** – To build positive character and have a successful transition from school to post-secondary independence.

**St. Louis Public Schools – Blended Learning Weekly/Bi-Weekly Planner**

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| **Name** | Ms. C. Hoskins | **Grade** | 9-12 | **Subject** | ELA |
| **Week of** | January 18-28 | **Topic** | Cause and effect |  |  |

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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 (Essential Elements and LCCE)**  **ELA.EE.RL11-12.1!Analyze a text to determine its meaning and cite textual evidence to support explicit and implicit understandings** | |
| **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 PLAN*  (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 should know how to read and find the true meaning of set word or phrases.  The students should know how to distinguish between cause and effect based on reading a text.  The student should be able to give a cause for an effect given. | Students will read a set of causes and come up with the effects of their own choosing.  Students wil will read some effects and give the causes of them. |
| **Essential Question(s)**  (Can be copied/pasted from Curriculum Plan.) | What is a cause?  What is an effect?  How does those two work together? | |
| **Academic Vocabulary**  (Can be copied/pasted from Content Area  Proficiency Scales) | Cause, effect, specific | |
| **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.** | |
| Students will have to match a sentence strip with effects on them from the teacher giving them possible causes.  Students will have a timed activity in which they much match one set of causes with the other of effects. | |

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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** | Holiday |  |  |  |  |
| **Lesson 2** | Students will review the meaning of cause and effect after reading or listening to a short story | Teacher will read a short story and students will answer questions based on facts in the selection. | Students will work on a worksheet/live worksheet | Check for mastery |  |
| **Lesson 3** | Mr. Allman has the class on this day | N/A |  |  |  |
| **Lesson 4** | Student will write their own effect and causes. | I will ask each student can you come up with some things in your life that will create aa cause and effect. | Students will create their own list and exchange them with their classmates. | I will give and cause and effect from an earlier lesson and see who can come up with the correct answer. |  |
| **Lesson 5** | Community service Day | N/A |  |  |  |

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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 Small group & Differentiated Learning Planner**  *Afternoons, when applicable, teachers and ICA’s will work with students on IEP goals, reteaching and extending lessons* | | | | | |
| **Day/Date** | **Monday** | **Tuesday** | **Wednesday** | **Thursday** | **Friday** |
| Group/Time | Holiday | Nigel/Montasir/Hassan  12:00 | |  |  | | --- | --- | | Nigel/Montasir/Hassan | Nigel/Montasir/Hassan | | Nigel/Montasir/Hassan | Community Service |
| Group/Time | HOLIDAY | Fantasia, Stephanie, Stephanie  12:40 | Fantasia, Stephanie, Stephanie | Fantasia, Stephanie, Stephanie | Community Service |
| Group/Time | Holiday | Daniel/Muhammed  1:10 | Daniel/Muhammed,Kyara | Daniel/Muhammed/kyara | Community Service |
| Group/Time |  |  |  |  |  |