**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** | Math |
| **Week of** | January 18-28 | **Topic** | Variety of graph | **Link to Tracker** | n/a |

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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)**  **M.CE.2 Interpret general trends on a graph or chart**  **M.EE.8.SP.4 Construct a graph or table from given categorical data, and compare data categorized in the graph or table** | |
| **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 will know the types of graphs and know what purpose they are used for.  The students will be able to label various parts of a graph without any assistance.  The students will demonstrate how graphs are important presentation.  . | Students will be able to create their own graph from given information.  Students will be able to answer questions based on graphs and explain it to others. |
| **Essential Question(s)**  (Can be copied/pasted from Curriculum Plan.) | What is the different between a bar graph and a double bar graph?  Why are graphs important?  If you didn’t have a graphs how would you present certain information to a group or individual? | |
| **Academic Vocabulary**  (Can be copied/pasted from Content Area  Proficiency Scales) | Bar graph, line graph, double bar graph, tally marks | |
| **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.** | |
| Each student will be shown a variety of graphs and they much identify them plus given a summary of what each graph stands for. Students will participate in playing Ka-hoot. and | |

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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 learn about the basic bar graph. | Teacher will give the students a worksheet with the bar graph and discuss the parts of it and then answer questions from the information on the graph. | Additional worksheet on bar graphs | Shown a bar graph created by the teacher students must answer at least one question |  |
| **Lesson 3** | Students will create their own bar graph | Students will review the various parts of a bar graph and be able to create their own from given information | Live worksheet on bar graph and a creative sheet and materials to build their own graph. |  |  |
| **Lesson 4** | Students will learn about the double bar graph | Student will watch a video on double bar graph and its purpose. They will have to answer questions from the graph. | Students will continue to work on the worksheet or live worksheet dealing with double bar graphs | Students classwork will be checked for mastery |  |
| **Lesson 5** | Community service |  |  |  |  |

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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, re teaching and extending lessons* | | | | | |
| **Day/Date** | **Monday** | **Tuesday** | **Wednesday** | **Thursday** | **Friday** |
| Group/Time | Holiday | Hassan, Nigel, Montasir  12:00 | Hassan, Nigel, Montasir | Hassan, Nigel, Montasir | **Community service** |
| Group/Time | Holiday | Brandy, Stephanie, Fantasia  12:40 | Brandy, Stephanie, Fantasia | Brandy, Stephanie, Fantasia | **Community service** |
| Group/Time | Holiday | Muhammed, Kyara, Daniel  1:10 | Muhammed, Kyara, Daniel | Muhammed, Kyara, Daniel | **Community service** |
| Group/Time |  |  |  |  |  |