**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**

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| **Name** | Ms. Linda Hodges | **Grade** | 2nd | **Subject** | Social Studies |
| **Week of** | 9-7-21 | **Topic** |  | **Link to Tracker** |  |

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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**  *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).* | |
| |  |  | | --- | --- | | |  | | --- | | 2.PC.1.B  Explain and give examples of how laws and rules are made and changed within a community. | | | |
| **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.)* |
| The student will explain how a community makes and changes rules and laws.  The student will give examples of how a community makes and changes rules and laws. | |  | | --- | | The student will identify how laws and rules  are made.  The student will explain how laws and  rules can be changed within a community. | |
| **Essential Question(s)**  (Can be copied/pasted from Curriculum Plan.) | How can decisions be made in a community? | |
| **Academic Vocabulary**  (Can be copied/pasted from Content Area  Proficiency Scales) | laws, rules, example, explain, community | |
| **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.** | |
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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** |
| **9-13-21** | I know how laws and rules are made/changed within our community.  I know how an active and informed citizen can make a difference. | Read about The 9/11 Tragedy | Draw pictures of United States symbols. | How did USA citizens react to the 9/11 Tragedy? | By the end of the day |
| **9-14-21** | I know how laws and rules are made/changed within our community.  I know how an active and informed citizen can make a difference. | Define citizen.  Scholars discuss qualities they find important in a good citizen. Then discuss consequences of not being a good citizen.  View Video: The Wartville Wizard <https://www.youtube.com/watch?v=XpJWNMqxxus> | Scholars will list and sketch a problem that the community faced in the story and tell what the character did to show he was a good citizen. | What does a good citizen do? | By the end of the day |
| **9-15-21** | I know how laws and rules are made/changed within our community.  I know how an active and informed citizen can make a difference. | Discuss why communities have laws and rules.  Read Aloud  What If Everybody Did That? by Ellen Javernick & Illustrated by Colleen M. Madden  <https://www.youtube.com/watch?v=SD0apYFz5gg> | Scholars will list and sketch a problem in the story. Then make a sign that shares a rule against the problem. | Why do communities have laws and rules? | By the end of the day |
| **9-16-21** | I know how laws and rules are made/changed within our community.  I know how an active and informed citizen can make a difference. | Discuss why communities have laws and rules.  Read Aloud  What If Everybody Did That? by Ellen Javernick & Illustrated by Colleen M. Madden  <https://www.youtube.com/watch?v=SD0apYFz5gg> | Scholars will list and sketch a problem in the story. Then make a sign that shares a rule against the problem. | What are some of the laws and rules in your community? | By the end of the day |
| **9-17-21** | I know how laws and rules are made/changed within our community.  I know how an active and informed citizen can make a difference. | We will review what we’ve learned this week. | Scholars complete the 2nd grade assessment on the information you’ve learned this week. | List what good citizens do. | By the end of the day |

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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 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 |  |  |  |  |  |
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