



**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>	Romie Harris	<b>Grade</b>	9 <sup>th</sup> – 10 <sup>th</sup> Grade	<b>Subject</b>	Intro to Business
<b>Week of</b>	09/31/-0911	<b>Topic</b>	Technology Training & Economic Decisions & Systems	<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, pro-sure 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. <i>(Information for this section can be copied from the Curriculum Plan or Proficiency Scale.)</i>	<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>	
	SS4, 1.10 Distinguish between needs and wants SS3, 1.10 Identify economic systems. SS4, 1.10 Classify economic resources.	
<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. (Information for this section of the plan can be copied from the Curriculum Plan or Proficiency Scale.)</i>	<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>
	I can: <ul style="list-style-type: none"> <li>➤ Identify various options in Microsoft Teams</li> <li>➤ Utilize Classroom OneNote</li> <li>➤ Identify the various features in Cengage Learning.</li> <li>➤ Understand the virtual learning expectations.</li> <li>➤ Compare and Contrast needs and wants</li> <li>➤ Distinguish between goods</li> <li>➤ Describe the types of economic resources</li> <li>➤ Describe the basic economic problem with the economic systems</li> <li>➤ Explain the steps in the decision making process</li> </ul>	<b>SS4 1.10</b> <ul style="list-style-type: none"> <li>• <a href="#">Exit Slip</a>: Technology Training</li> <li>• <a href="#">Exit Slip</a>: Introduction to Business Learning Expectations</li> <li>• <a href="#">Factors of Production Graphic Organizer</a>:</li> <li>• <a href="#">Exit Slip: Read the article and answer the questions that relate to the decision-making process.</a></li> <li>• <a href="#">Exit Slip: Identify the (6) steps in the decision making process</a></li> <li>• <a href="#">Exit Slip</a>: Answer the Reading Activity Questions relating to the Economic System (ex: identify a basic economic problem that consumers face)</li> <li>• <a href="#">Exit Slip</a>: Answer the Reading Activity Questions relating to the decision-making process (ex: when should a consumer use the decision making process.)</li> </ul>

<b>Essential Question(s)</b> (Can be copied/pasted from Curriculum Plan.)	<ol style="list-style-type: none"> <li>1. What various features you can use in Microsoft Teams?</li> <li>2. What is the purpose of the Classroom OneNote?</li> <li>3. What virtual platforms will we use throughout the 1<sup>st</sup> quarter?</li> <li>4. How does a market economy and a command economy answer the three economic questions?</li> <li>5. Why does scarcity require individuals and nations to make decisions about resources?</li> <li>6. What are some similarities and differences between labor and entrepreneurial resources?</li> </ol>
<b>Academic Vocabulary</b> (Can be copied/pasted from Content Area Proficiency Scales)	<ul style="list-style-type: none"> <li>• scarcity</li> <li>• economic decision making</li> <li>• trade-off</li> <li>• opportunity cost</li> <li>• needs</li> <li>• wants</li> <li>• goods</li> <li>• services</li> <li>• economic resources</li> </ul>
<b>Summative Assessment Performance Tasks /</b>	<p><b>Design or identify a standards-based summative performance task or assessment that will demonstrate progress towards proficiency on the standard / objectives.</b></p> <p>Students will take complete a PowerPoint presentation on the Factors of Production <a href="#">Factors of Production Assessment</a>, students will also take a quiz on both sections 1.1 &amp; 1.2</p>



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<b>Blended Learning Instructional Framework: Whole Group Instructional Plan</b>					
<b>Lesson/Topic</b>	<b>Learning Target</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>	<b>Activities, Instruction &amp; Modeling</b> <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>		<b>Formative Assessment /Exit Slip</b> <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>	<b>Due Date</b>
		<b>Synchronous/Live Instruction</b>	<b>Asynchronous Playlist</b>		
<b>Lesson 1 (Date)</b> <b>08/31 &amp; 09/01</b>	In this Class: I can determine how to use Microsoft Teams and all the	Give students tutorial on using Teams, Cengage, Flipgrid, Nearpods and other technology tools.	Students will create their own virtual classrooms.	<ul style="list-style-type: none"> <li>• <a href="#">Exit Slip</a>: Technology Training</li> </ul>	09/02

	virtual platforms that will be used  I can identify the Learning & Virtual Expectations in in the classroom	Lesson on virtual learning knowledge & Creating a Virtual Space  Students will engage in Community Building Activities  Lesson on promoting student & teacher relationships in the virtual learning experience. (students will complete a getting to know you activity)  Review Class Syllabus			
<b>Lesson 2 (Date) 09/02 &amp; 09/03 &amp; 09/04</b>	I can continue to learn about using technology platforms  I can identify ways to develop relationships with students in my virtual classroom  I can identify the Virtual learning expectations	Live Lesson on Community Building & Virtual Learning  Lessons on how to use the various technology platforms  Breakout Rooms for various community building activities.	Students will create an All about me on Flip grid  Students will complete various technology activities in TEAMS, Flipgrid, & Nearpod	• <a href="#">Exit Slip</a> : Introduction to Business Learning Expectations	09/04
<b>Lesson 3 (Date) 09/07 &amp; 09/08</b>	I can Compare and Contrast needs and wants  I can Distinguish between goods  I can Describe the types of economic resources	PowerPoint Presentation on Ch. 1.1 Needs & Wants  Discussion on Economic Resources and its effects on the economy, break out room for discussion	Cengage Activities: <a href="http://nglysync.cengage.com">nglysync.cengage.com</a>  Work on PowerPoint Presentation for Factors of Production.	<a href="#">Exit Slip</a> : Answer the Reading Activity Questions relating to the Economic System (ex: identify a basic economic problem that consumers face)	09/08
<b>Lesson 4 (Date) 09/09 &amp; 09/10</b>	Describe the basic economic problem with the economic systems  Explain the steps in the decision making process	Presentation on Ch. 1.2 Economic Resources  Breakout room on Economic Decision Making Process	Factors of Production Questions (using forms)  Decision Making Article  Economic Decision Making	• <a href="#">Exit Slip: Identify the (6) steps in the decision making process</a>	09/10
<b>Lesson 5 (Date)</b>					

### 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.

<b>Intensive Scaffolding</b> <i>Students demonstrating performance at level NE or 1 on the Content Area Proficiency Scale.</i>	<b>Moderate Scaffolding</b> <i>Students demonstrating performance at level 2 on the Content Area Proficiency Scale.</i>	<b>Enrichment/Independent</b> <i>Students demonstrating performance at level 3 or 4 on the Content Area Proficiency Scale.</i>

### 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.*

<b>Day/Date</b>	<b>Monday</b>	<b>Tuesday</b>	<b>Wednesday</b>	<b>Thursday</b>	<b>Friday</b>
Group/Time					
Group/Time					
Group/Time					
Group/Time					