**Teacher Name: Mr. Hearne Subject: American Studies I Start Date(s): 9/4-8/17 Grade Level(s): 9**

**Building: HACC**

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| **DAILY PLAN** |
| **Day** | **Objective (s)** | **DOK Level** | **Activities / Teaching Strategies** | **Grouping** | **Materials / Resources** | **Assessment of Objective (s)** |
| 1 | Students will NO SCHOOL | **1****2****3****4** | **Activities: Exploratory and reinforcing experiences****Teaching Strategies: Structured overview, lecture, explicit teaching, compare and contrast, observing, investigating, drawing inferences from data, reflective discussion, brainstorming, peer partner learning, cooperative learning** | **W****S****I** | **Text: American Government****Classroom Library****Classroom supplies****Manipulatives****Wall Maps****Video** | **Formative-Observation, questioning, discussion, journals****Summative-** **Student Self – Assessment-Self-reflection** |
| 2 | Students will identify customs and beliefs from the earliest Native Americans  | **1****2****3****4** | **Activities: Exploratory and reinforcing experiences****Teaching Strategies: Structured overview, lecture, explicit teaching, compare and contrast, observing, investigating, drawing inferences from data, reflective discussion, brainstorming, peer partner learning, cooperative learning** | **W****S****I** | **Text: American Government****Classroom Library****Classroom supplies****Manipulatives****Wall Maps****Video** | **Formative-Observation, questioning, discussion, journals****Summative-** **Student Self – Assessment-Self-reflection** |
| 3 | Students will identify trade and beliefs of Native Americans | **1****2****3****4** | **Activities: Exploratory and reinforcing experiences****Teaching Strategies: Structured overview, lecture, explicit teaching, compare and contrast, observing, investigating, drawing inferences from data, reflective discussion, brainstorming, peer partner learning, cooperative learning** | **W****S****I** | **Text: American Government****Classroom Library****Classroom supplies****Manipulatives****Wall Maps****Video** | **Formative-Observation, questioning, discussion, journals****Summative-** **Student Self – Assessment-Self-reflection** |
| 4 | Students will determine how people settled the Americas and adapted to the environment? | **1****2****3****4** | **Activities: Exploratory and reinforcing experiences****Teaching Strategies: Structured overview, lecture, explicit teaching, compare and contrast, observing, investigating, drawing inferences from data, reflective discussion, brainstorming, peer partner learning, cooperative learning** | **W****S****I** | **Text: American Government****Classroom Library****Classroom supplies****Manipulatives****Wall Maps****Video** | **Formative-Observation, questioning, discussion, journals****Summative-** **Student Self – Assessment-Self-reflection** |
| 5 | Students will determine how people settled the Americas and adapted to the environment? | **1****2****3****4** | **Activities: Exploratory and reinforcing experiences****Teaching Strategies: Structured overview, lecture, explicit teaching, compare and contrast, observing, investigating, drawing inferences from data, reflective discussion, brainstorming, peer partner learning, cooperative learning** | **W****S****I** | **Text: American Government****Classroom Library****Classroom supplies****Manipulatives****Wall Maps****Video** | **Formative-Observation, questioning, discussion, journals****Summative-** **Student Self – Assessment-Self-reflection** |

**Teacher Name: Mr. Hearne Subject: American Studies II Start Date(s):9/4-8/17 Grade Level(s): 10**

**Building: HACC**

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| **DAILY PLAN** |
| **Day** | **Objective (s)** | **DOK Level** | **Activities / Teaching Strategies** | **Grouping** | **Materials / Resources** | **Assessment of Objective (s)** |
| 1 | Students will NO SCHOOL | **1****2****3****4** | **Activities: Exploratory and reinforcing experiences****Teaching Strategies: Structured overview, lecture, explicit teaching, compare and contrast, observing, investigating, drawing inferences from data, reflective discussion, brainstorming, peer partner learning, cooperative learning** | **W****S****I** | **Text: American Gov.****Classroom:****Library/supplies****Manipulatives/Maps****Video** | **Formative-Observation, questioning, discussion, journals****Summative-** **Student Self – Assessment-Self-reflection** |
| 2 | Students will examine the impact of the Bessemer process on America | **1****2****3****4** | **Activities: Exploratory and reinforcing experiences****Teaching Strategies: Structured overview, lecture, explicit teaching, compare and contrast, observing, investigating, drawing inferences from data, reflective discussion, brainstorming, peer partner learning, cooperative learning** | **W****S****I** | **Text: American Gov.****Classroom:****Library/supplies****Manipulatives/Maps****Video** | **Formative-Observation, questioning, discussion, journals****Summative-** **Student Self – Assessment-Self-reflection** |
| 3 | Students will investigate the development of railroads had on industrial growth | **1****2****3****4** | **Activities: Exploratory and reinforcing experiences****Teaching Strategies: Structured overview, lecture, explicit teaching, compare and contrast, observing, investigating, drawing inferences from data, reflective discussion, brainstorming, peer partner learning, cooperative learning** | **W****S****I** | **Text: American Gov.****Classroom:****Library/supplies****Manipulatives/Maps****Video** | **Formative-Observation, questioning, discussion, journals****Summative-** **Student Self – Assessment-Self-reflection** |
| 4 | Students will examine the advances in electric power and communication affect life for people and business | **1****2****3****4** | **Activities: Exploratory and reinforcing experiences****Teaching Strategies: Structured overview, lecture, explicit teaching, compare and contrast, observing, investigating, drawing inferences from data, reflective discussion, brainstorming, peer partner learning, cooperative learning** | **W****S****I** | **Text: American Gov.****Classroom:****Library/supplies****Manipulatives/Maps****Video** | **Formative-Observation, questioning, discussion, journals****Summative-** **Student Self – Assessment-Self-reflection** |
| 5 | Students will interpret how social Darwinism affected Americans’ views on big business | **1****2****3****4** | **Activities: Exploratory and reinforcing experiences****Teaching Strategies: Structured overview, lecture, explicit teaching, compare and contrast, observing, investigating, drawing inferences from data, reflective discussion, brainstorming, peer partner learning, cooperative learning** | **W****S****I** | **Text: American Gov.****Classroom:****Library/supplies****Manipulatives/Maps****Video** | **Formative-Observation, questioning, discussion, journals****Summative- Test****Student Self – Assessment-Self-reflection** |