**Teacher Name: Hearne Subject: A.S. II & U.S. II Start Date(s): 4/10/17 Grade Level(s):10,11**

**Building: HACC End Dates(s): 4/14/17**

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| **DAILY PLAN** | | | | | | |
| **Day** | **Objective (s)** | **DOK Level** | **Activities / Teaching Strategies** | **Grouping** | **Materials / Resources** | **Assessment of Objective (s)** |
| 1 | **Students will-**  **A.S. II- Examine what role businesses and consumers play in a consumer economy**  **USII- Examine what role businesses and consumers play in a consumer economy** | 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-**  **A.S. II- Examine how important henry ford and the automobile were to the 1920s**  **USII- Examine how important henry ford and the automobile were to the 1920s** | 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-**  **A.S. II- Investigate in what ways industrial growth affected the economy of the 1920s**  **USII - Investigate in what ways industrial growth affected the economy of the 1920s** | 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-**  **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 |
| 5 | **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 |