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

**Building: HACC End Dates(s): 4/21/17**

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| **DAILY PLAN** |
| **Day** | **Objective (s)** | **DOK Level** | **Activities / Teaching Strategies** | **Grouping** | **Materials / Resources** | **Assessment of Objective (s)** |
| 1 | **Students will-** **NO SCHOOL** | 1234 | Activities: Exploratory and reinforcing experiencesTeaching Strategies: Structured overview, lecture, explicit teaching, compare and contrast, observing, investigating, drawing inferences from data, reflective discussion, brainstorming, peer partner learning, cooperative learning | WSI | Text: American GovernmentClassroom LibraryClassroom suppliesManipulativesWall MapsVideo | Formative- Observation, questioning, discussion, journalsSummative-Student Self-Assessment- Self-reflection |
| 2 | **Students will-** **A.S. II- Examine why the economy of the 1920s appeared healthy to most Americans****USII- Examine why the economy of the 1920s appeared healthy to most Americans** | 1234 | Activities: Exploratory and reinforcing experiencesTeaching Strategies: Structured overview, lecture, explicit teaching, compare and contrast, observing, investigating, drawing inferences from data, reflective discussion, brainstorming, peer partner learning, cooperative learning | WSI | Text: American GovernmentClassroom LibraryClassroom suppliesManipulativesWall MapsVideo | Formative- Observation, questioning, discussion, journalsSummative-Student Self-Assessment-Self-reflection |
| 3 | **Students will-** **A.S. II- Investigate what danger signs were present in the economy of the late 1920s****USII - Investigate what danger signs were present in the economy of the late 1920s** | 1234 | Activities: Exploratory and reinforcing experiencesTeaching Strategies: Structured overview, lecture, explicit teaching, compare and contrast, observing, investigating, drawing inferences from data, reflective discussion, brainstorming, peer partner learning, cooperative learning | WSI | Text: American GovernmentClassroom LibraryClassroom suppliesManipulativesWall MapsVideo | Formative- Observation, questioning, discussion, journalsSummative-Student Self-Assessment-Self-reflection |
| 4 | **Students will-** **A.S. II- Examine what events led to the stock market’s Great Crash****USII- Examine what events led to the stock market’s Great Crash** | 1234 | Activities: Exploratory and reinforcing experiencesTeaching Strategies: Structured overview, lecture, explicit teaching, compare and contrast, observing, investigating, drawing inferences from data, reflective discussion, brainstorming, peer partner learning, cooperative learning | WSI | Text: American GovernmentClassroom LibraryClassroom suppliesManipulativesWall MapsVideo | Formative- Observation, questioning, discussion, journalsSummative-Student Self-Assessment-Self-reflection |
| 5 | **Students will** **A.S.II- Interpret why the Great Crash produced a ripple effect throughout the nation’s economy****USII- Interpret why the Great Crash produced a ripple effect throughout the nation’s economy** | 1234 | Activities: Exploratory and reinforcing experiencesTeaching Strategies: Structured overview, lecture, explicit teaching, compare and contrast, observing, investigating, drawing inferences from data, reflective discussion, brainstorming, peer partner learning, cooperative learning | WSI | Text: American GovernmentClassroom LibraryClassroom suppliesManipulativesWall MapsVideo | Formative- Observation, questioning, discussion, journalsSummative-Student Self-Assessment-Self-reflection |