**Teacher Name: Kyle Mahalick Subject: American Studies I Start Date(s): 01/20/20 Grade Level(s): 9**

**Building: HAHS End Dates(s): 01/24/20**

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| **DAILY PLAN** |
| **Day** | **Objective (s)** | **DOK Level** | **Activities / Teaching Strategies** | **Grouping** | **Materials / Resources** | **Assessment of Objective (s)** |
| 1 | MLK DAY – NO SCHOOL |  |  |  |  |  |
| 2 | WINTER BREAK – NO SCHOOL |  |  |  |  |  |
| 3 | ACT 80 DAY – NO SCHOOL |  |   |  |  |  |
| 4 | Students will be able to describe different Native American tribes. | Des-cribe (2) | Students will take power point notes and also chart the various tribes in the Americas using a graphic organizer. They will list characteristics of a culture and compare to the Native Americans. | ISW | -Power Point-Pen/Pencil-Notebook-Printer Paper | Formative- QuestioningSummative- PDN/Exit TicketStudent Self-Assessment- Geographic knowledge |
| 5 | Students will be able to understand how and why the Europeans came to the Americas. | Ex-plain (2) | Students will utilize power point to copy notes about the various reasons why the Europeans wanted to come to the Americas. They will use think-pair-share to learn about what Europe was like during that time. | ISW | -Power Point-Pen/Pencil-Notebook-Textbook | Formative- QuestioningSummative- PDN/Exit TicketStudent Self-Assessment- Group work |

**Teacher Name: Kyle Mahalick Subject: Arts and Humanities American Studies I Start Date(s): 01/20/20 Grade Level(s): 9 End Date(s): 01/24/20**

**Building: HAHS**

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| **DAILY PLAN** |
| **Day** | **Objective (s)** | **DOK Level** | **Activities / Teaching Strategies** | **Grouping** | **Materials / Resources** | **Assessment of Objective (s)** |
| 1 | MLK DAY – NO SCHOOL |  |  |  |  |  |
| 2 | WINTER BREAK – NO SCHOOL |  |  |  |  |  |
| 3 | ACT 80 DAY – NO SCHOOL |  |  |  |  |  |
| 4 | Students will be able to describe different Native American tribes. | Des-cribe (2) | Students will take power point notes and also chart the various tribes in the Americas using a graphic organizer. They will list characteristics of a culture and compare to the Native Americans. | ISW | -Power Point-Pen/Pencil-Notebook-Printer Paper | Formative- QuestioningSummative- PDN/Exit TicketStudent Self-Assessment- Geographic knowledge |
| 5 | Students will be able to understand how and why the Europeans came to the Americas. | Ex-plain (2) | Students will utilize power point to copy notes about the various reasons why the Europeans wanted to come to the Americas. They will use think-pair-share to learn about what Europe was like during that time. | ISW | -Power Point-Pen/Pencil-Notebook-Textbook | Formative- QuestioningSummative- PDN/Exit TicketStudent Self-Assessment- Group work |

**Teacher Name: Kyle Mahalick Subject: American Studies II Start Date(s): 01/20/20 Grade Level(s): 10**

**Building: HAHS End Dates(s): 01/24/20**

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| **DAILY PLAN** |
| **Day** | **Objective (s)** | **DOK Level** | **Activities / Teaching Strategies** | **Grouping** | **Materials / Resources** | **Assessment of Objective (s)** |
| 1 | MLK DAY – NO SCHOOL |  |  |  |  |  |
| 2 | WINTER BREAK – NO SCHOOL |  |  |  |  |  |
| 3 | ACT 80 DAY – NO SCHOOL |  |  |  |  |  |
| 4 | Students will be able to understand the origins of the Reconstruction Era. | Des-cribe (3) | Students will utilize think-pair-share to describe what the country was like in the years following the Civil War. They will take Power Point notes to understand the time period. | ISW | -Power Point-Pen/Pencil-Notebook | Formative- QuestioningSummative- PDN/Exit TicketStudent Self-Assessment- Graphic Organizer |
| 5 | Students will be able to explain the two different plans regarding Reconstruction. | Com-pare (3) | Students will compare and contrast Lincoln’s Plan to the Radical Republican Plan after taking Power Point notes about it. | ISW | -Power Point-Pen/Pencil-Notebook | Formative- QuestioningSummative- PDN/Exit TicketStudent Self-Assessment- Think/Pair/Share |