**Teacher Name: Kyle Mahalick Subject: American Studies I Start Date(s): 02/10/20 Grade Level(s): 9**

**Building: HAHS End Dates(s): 02/14/20**

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| **DAILY PLAN** | | | | | | |
| **Day** | **Objective (s)** | **DOK Level** | **Activities / Teaching Strategies** | **Grouping** | **Materials / Resources** | **Assessment of Objective (s)** |
| 1 | Students will be able to describe the impact of the Spanish Empire in the Americas. | Des-cribe (2) | Students will take Power Point notes on the subject. This will be followed by them drawing and labeling a map depicting the vastness of New Spain. | I  S  W | -Power Point  -Notebook  -Pen/Pencil  -Color Pencils | Formative- Questioning  Summative- PDN/Exit Ticket  Student Self-Assessment- Geographic Knowledge |
| 2 | Students will be able to discuss how the French Empire in the Americas impacted the Native Americans. | Ex-plain (2) | There will be a Power Point presentation in which the students will take notes on the topic. After that, they will draw a chart in which they will compare and contrast New Spain to New France. | I  S  W | -Power Point  -Notebook  -Pen/Pencil | Formative- Questioning  Summative- PDN/Exit Ticket  Student Self-Assessment- Compare and Contrast |
| 3 | Students will be able to describe the role of England’s Southern Colonies in the Americas. | Des-cribe (2) | Students will take their own notes on the topic by creating graphic organizers in their notebooks. They will be allowed to utilize their textbooks. Students will then complete a worksheet on the topic. | I  S  W | -Power Point  -Notebook  -Pen/Pencil | Formative- Questioning  Summative- PDN/Exit Ticket  Student Self-Assessment- Graphic Organizer |
| 4 | Students will be able to explain the importance of the New England colonies in North America. | Ex-plain (2) | Students will copy Power Point notes in their notebooks. They will complete a map activity in their books on the topic. They will then answer several questions on the section in their notebooks. | I  S  W | -Power Point  -Notebook  -Pen/Pencil | Formative- Questioning  Summative- PDN/Exit Ticket  Student Self-Assessment- Graphic Organizer |
| 5 | Students will be able to reflect on the importance of the Mid-Atlantic Colonies in North America, including Pennsylvania. | Infer (3) | Students will take Power Point notes on the topic. They will utilize the laptops to research the history of Pennsylvania and its founding. While doing so, they will answer several questions on the topic which they can find using the internet. | I  S  W | -Power Point  -Notebook  -Pen/Pencil  -Laptops | Formative- Questioning  Summative- PDN/Exit Ticket  Student Self-Assessment- Group Work |

**Teacher Name: Kyle Mahalick Subject: Arts and Humanities American Studies I Start Date(s): 02/10/20 Grade Level(s): 9 End Date(s): 02/14/20**

**Building: HAHS**

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| **DAILY PLAN** | | | | | | |
| **Day** | **Objective (s)** | **DOK Level** | **Activities / Teaching Strategies** | **Grouping** | **Materials / Resources** | **Assessment of Objective (s)** |
| 1 | Students will be able to describe the impact of the Spanish Empire in the Americas. | Des-cribe (2) | Students will take Power Point notes on the subject. This will be followed by them drawing and labeling a map depicting the vastness of New Spain. | I  S  W | -Power Point  -Notebook  -Pen/Pencil | Formative- Questioning  Summative- PDN/Exit Ticket  Student Self-Assessment- Geographic Knowledge |
| 2 | Students will be able to discuss how the French Empire in the Americas impacted the Native Americans. | Ex-plain (2) | There will be a Power Point presentation in which the students will take notes on the topic. After that, they will draw a chart in which they will compare and contrast New Spain to New France. | I  S  W | -Power Point  -Notebook  -Pen/Pencil | Formative- Questioning  Summative- PDN/Exit Ticket  Student Self-Assessment- Compare and Contrast |
| 3 | Students will be able to describe the role of England’s Southern Colonies in the Americas. | Des-cribe (2) | Students will take their own notes on the topic by creating graphic organizers in their notebooks. They will be allowed to utilize their textbooks. Students will then complete a worksheet on the topic. | I  S  W | -Power Point  -Notebook  -Pen/Pencil | Formative- Questioning  Summative- PDN/Exit Ticket  Student Self-Assessment- Graphic Organizer |
| 4 | Students will be able to explain the importance of the New England colonies in North America. | Ex-plain (2) | Students will copy Power Point notes in their notebooks. They will complete a map activity in their books on the topic. They will then answer several questions on the section in their notebooks. | I  S  W | -Power Point  -Notebook  -Pen/Pencil | Formative- Questioning  Summative- PDN/Exit Ticket  Student Self-Assessment- Graphic Organizer |
| 5 | Students will be able to reflect on the importance of the Mid-Atlantic Colonies in North America, including Pennsylvania. | Infer (3) | Students will take Power Point notes on the topic. They will utilize the laptops to research the history of Pennsylvania and its founding. While doing so, they will answer several questions on the topic which they can find using the internet. | I  S  W | -Power Point  -Notebook  -Pen/Pencil | Formative- Questioning  Summative- PDN/Exit Ticket  Student Self-Assessment- Group Work |

**Teacher Name: Kyle Mahalick Subject: American Studies II Start Date(s): 02/10/20 Grade Level(s): 10**

**Building: HAHS End Dates(s): 02/14/20**

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| **DAILY PLAN** | | | | | | |
| **Day** | **Objective (s)** | **DOK Level** | **Activities / Teaching Strategies** | **Grouping** | **Materials / Resources** | **Assessment of Objective (s)** |
| 1 | Students will be able to describe the origins behind industry and technological growth. | Des-cribe (3) | Students will take Power Point notes on the section. They will join in groups to read the section and answer the section review questions, which will be later reviewed as a class. | I  S  W | -Power Point  -Notebook  -Pen/Pencil | Formative- Questioning  Summative- PDN/Exit Ticket  Student Self-Assessment- Group work |
| 2 | Students will be able to discuss how businesses rose during the time of industrialization. | Ex-plain (3) | The students will utilize think/pair/share to discuss and hypothesize how businesses began to grow in the late 1800s. This will be reviewed as a class. There will be a Power Point presentation on the topic. | I  S  W | -Power Point  -Notebook  -Pen/Pencil | Formative- Questioning  Summative- PDN/Exit Ticket  Student Self-Assessment- Think/Pair/Share |
| 3 | Students will be able to describe the conditions of working in a factory in the late 1800s. | Des-cribe (3) | Students will utilize Power Point to take notes on the subject. The students will create a graphic organizer on the topic, which will later be discussed as a class. | I  S  W | -Power Point  -Notebook  -Pen/Pencil | Formative- Questioning  Summative- PDN/Exit Ticket  Student Self-Assessment- Graphic organizer |
| 4 | Students will be able to discuss how labor movements changed the working conditions of factories. | Ex-plain (3) | Students will copy their notes from Power Point. The teacher will outline the various steps that unions took to ensure quality work conditions while comparing it to present-day labor unions. There will be a worksheet on the topic as well. | I  S  W | -Power Point  -Notebook  -Pen/Pencil | Formative- Questioning  Summative- PDN/Exit Ticket  Student Self-Assessment- Group work |
| 5 | Students will be able to understand the impact of the industrial boom on the United States. | Infer (3) | Students will utilize their own textbooks to outline the key components of the chapter. The teacher will review the important information with the students. | I  S  W | -Power Point  -Notebook  -Pen/Pencil | Formative- Questioning  Summative- PDN/Exit Ticket  Student Self-Assessment- Graphic organizer |