**Teacher Name: Kyle Mahalick Subject: American Studies I Start Date(s): 02/24/20 Grade Level(s): 9**

**Building: HAHS End Dates(s): 02/28/20**

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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 explain the importance of the New England colonies in North America. | Des-cribe (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- Group Work |
| 2 | Students will be able to discuss the significance of the Pennsylvania Colony as a leader for religious tolerance. | Ex-plain (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- Group Work |
| 3 | Students will be able to reflect on the importance of the Mid-Atlantic Colonies in North America, including Pennsylvania. | Des-cribe (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- Group Work |
| 4 | Students will be able to highlight the key reasons the British colonies developed. | Ex-plain (2) | Students will take notes on the topic via Power Point presentation. They will utilize primary source documents from several key figures in 1600s Colonial America to answer questions about the colonies. | 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 highlight the key reasons the British colonies developed. | Analyze (3) | Students will take notes on the topic via Power Point presentation. They will utilize primary source documents from several key figures in 1600s Colonial America to answer questions about the colonies. | I  S  W | -Power Point  -Notebook  -Pen/Pencil | 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): 02/24/20 Grade Level(s): 9 End Date(s): 02/28/20**

**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 explain the importance of the New England colonies in North America. | Des-cribe (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- Group Work |
| 2 | Students will be able to discuss the significance of the Pennsylvania Colony as a leader for religious tolerance. | Ex-plain (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- Group Work |
| 3 | Students will be able to reflect on the importance of the Mid-Atlantic Colonies in North America, including Pennsylvania. | Des-cribe (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- Group Work |
| 4 | Students will be able to highlight the key reasons the British colonies developed. | Ex-plain (2) | Students will take notes on the topic via Power Point presentation. They will utilize primary source documents from several key figures in 1600s Colonial America to answer questions about the colonies. | 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 highlight the key reasons the British colonies developed. | Analyze (3) | Students will take notes on the topic via Power Point presentation. They will utilize primary source documents from several key figures in 1600s Colonial America to answer questions about the colonies. | 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): 02/24/20 Grade Level(s): 10**

**Building: HAHS End Dates(s): 02/28/20**

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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 discuss how labor movements changed the working conditions of factories. | Des-cribe (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 |
| 2 | Students will be able to compare and contrast labor union issues of the past to those of the present-day. | Ex-plain (3) | Students will copy Power Point notes on the subject matter. They will pair up with one student and utilize the computers to research historical and present-day labor union issues. | I  S  W | -Power Point  -Notebook  -Pen/Pencil | Formative- Questioning  Summative- PDN/Exit Ticket  Student Self-Assessment- Group Work |
| 3 | 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- Group Work |
| 4 | Students will be able to explain how the immigration boom of the late 1800s impacted the Industrial Revolution. | Ex-plain (3) | Students will take notes on the topic via Power Point. They will then utilize the computers to conduct research on Ellis Island and Angel Island and the impact those places had on the immigrant population. | 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 explain how the immigration boom of the late 1800s impacted the Industrial Revolution. | Analyze (3) | Students will take notes on the topic via Power Point. They will then utilize the computers to conduct research on Ellis Island and Angel Island and the impact those places had on the immigrant population. | I  S  W | -Power Point  -Notebook  -Pen/Pencil | Formative- Questioning  Summative- PDN/Exit Ticket  Student Self-Assessment- Group Work |