**Teacher Name: Kyle Mahalick Subject: American Studies I Start Date(s): 03/30/20 Grade Level(s): 9**

**Building: HAHS End Dates(s): 04/03/20**

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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 the origins of the government in the American colonies. | Des-cribe (3) | Students will take notes on the topic using Power Point. They will then complete a primary source worksheet about people who helped develop the American system of government. | 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 analyze the economic relationship between England and its colonies. | Analyze (3) | Students will complete notes on the topic from Power Point. They will then create a chart in which they will compare and contrast the economy of England and that of the colonies. | 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 describe the influence of the Enlightenment and the Great Awakening on the 13 colonies. | Des-cribe (3) | Students will utilize Power Point to take notes on the subject. They will then utilize the textbook to answer the critical thinking questions at the end of the section. | 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 the impact of geography on the economies of the New England, Middle, and Southern colonies. | Ex-plain (3) | Students will copy notes on the topic from Power Point. They will then complete a map activity on the topic in which they will draw and map and highlight information on the economies of 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 describe the cultural life in the British colonies. | Infer (3) | Students will use Power Point to take notes on the topic. They will utilize the computers to research key aspects of the social and cultural life of the American 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): 03/30/20 Grade Level(s): 9 End Date(s): 04/03/20**

**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 discuss the origins of the government in the American colonies. | Des-cribe (3) | Students will take notes on the topic using Power Point. They will then complete a primary source worksheet about people who helped develop the American system of government. | 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 analyze the economic relationship between England and its colonies. | Ex-plain (3) | Students will complete notes on the topic from Power Point. They will then create a chart in which they will compare and contrast the economy of England and that of the colonies. | 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 describe the influence of the Enlightenment and the Great Awakening on the 13 colonies. | Des-cribe (3) | Students will utilize Power Point to take notes on the subject. They will then utilize the textbook to answer the critical thinking questions at the end of the section. | 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 the impact of geography on the economies of the New England, Middle, and Southern colonies. | Ex-plain (3) | Students will copy notes on the topic from Power Point. They will then complete a map activity on the topic in which they will draw and map and highlight information on the economies of 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 describe the cultural life in the British colonies. | Infer (3) | Students will use Power Point to take notes on the topic. They will utilize the computers to research key aspects of the social and cultural life of the American 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): 03/30/20 Grade Level(s): 10**

**Building: HAHS End Dates(s): 04/03/20**

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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 conditions of the South in the years following the Reconstruction Era. | Des-cribe (3) | Students will take notes on the topic using Power Point. They will then utilize the laptop computers to conduct further research on the topic, where they will write a brief summary on the conditions of the South during the late 1800s. | 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 describe the significance of westward expansion during the late 1800s. | Ex-plain (3) | Students will copy notes on the subject matter using Power Point. They will utilize the textbooks to create a timeline highlighting key events that took place during the late 1800s in the western United States. | 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 discuss the key issues associated with the Gilded Age. | Des-cribe (3) | Students will copy notes on the topic from a Power Point slideshow. They will then utilize the computers to complete a primary source document on Frederick Douglass, who highlighted the issue of slavery. | 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 analyze the impact of mining and railroads on the settlement of the West. | Ex-plain (3) | Students will copy notes on the topic using Power Point. They will then create a diagram in their notebooks highlighting the impact of mining and railroads and compare the two. | 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 discuss the ways various peoples lived in the West and their impact on the environment. | Infer (3) | Students will take Power Point notes on the subject matter. They will then complete a worksheet regarding the environment and the West. | I  S  W | -Power Point  -Notebook  -Pen/Pencil | Formative- Questioning  Summative- PDN/Exit Ticket  Student Self-Assessment- Group Work |