**Teacher Name: Kyle Mahalick Subject: American Studies I Start Date(s): 05/04/20 Grade Level(s): 9**

**Building: HAHS End Dates(s): 05/08/20**

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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 assess why Congress declared independence and the ideas underlying the Declaration of Independence. | Des-cribe (3) | Students will use Power Point to copy notes on the topic. They will then utilize the textbooks to describe the background of the Declaration of Independence and the significance of the authors. | ISW | -Power Point-Notebook -Pen/Pencil | Formative- QuestioningSummative- PDN/Exit TicketStudent Self-Assessment- Group Work |
| 2 | Students will be able to explain the advantages the British held at the start of the war, and the mistakes they made by underestimating the Patriots. | Analyze (3) | Students will copy Power Point notes on the topic. They will then complete a worksheet regarding the history of the Revolutionary War and the key battles fought at the beginning of the war. | ISW | -Power Point-Notebook -Pen/Pencil | Formative- QuestioningSummative- PDN/Exit TicketStudent Self-Assessment- Group Work |
| 3 | Students will be able to describe the war on the frontier. | Ex-plain (3) | Students will copy notes on the topic from Power Point. They will then utilize their textbooks to draw a map of the key locations of the frontier war battleground. | ISW | -Power Point-Notebook -Pen/Pencil | Formative- QuestioningSummative- PDN/Exit TicketStudent Self-Assessment- Group Work |
| 4 | Students will be able to evaluate the major military turning points of the war. | Des-cribe (3) | Students will utilize Power Point to copy notes on the subject matter. They will then complete a worksheet regarding the military during the war. | ISW | -Power Point-Notebook -Pen/Pencil | Formative- QuestioningSummative- PDN/Exit TicketStudent Self-Assessment- Group Work |
| 5 | ***1/2 DAY STUDENTS***Students will be able to describe how the British were finally defeated. | Des-cribe (3) | Students will copy notes from a Power Point presentation. They will then be given an article regarding the end of the war in which they will read, highlight key points, and annotate. | ISW | -Power Point-Notebook -Pen/Pencil | Formative- QuestioningSummative- PDN/Exit TicketStudent Self-Assessment- Group Work |

**Teacher Name: Kyle Mahalick Subject: Arts and Humanities American Studies I Start Date(s): 05/04/20**

**Grade Level(s): 9 End Date(s): 05/08/20**

**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 assess why Congress declared independence and the ideas underlying the Declaration of Independence. | Des-cribe (3) | Students will use Power Point to copy notes on the topic. They will then utilize the textbooks to describe the background of the Declaration of Independence and the significance of the authors. | ISW | -Power Point-Notebook -Pen/Pencil | Formative- QuestioningSummative- PDN/Exit TicketStudent Self-Assessment- Group Work |
| 2 | Students will be able to explain the advantages the British held at the start of the war, and the mistakes they made by underestimating the Patriots. | Analyze (3) | Students will copy Power Point notes on the topic. They will then complete a worksheet regarding the history of the Revolutionary War and the key battles fought at the beginning of the war. | ISW | -Power Point-Notebook -Pen/Pencil | Formative- QuestioningSummative- PDN/Exit TicketStudent Self-Assessment- Group Work |
| 3 | Students will be able to describe the war on the frontier. | Ex-plain (3) | Students will copy notes on the topic from Power Point. They will then utilize their textbooks to draw a map of the key locations of the frontier war battleground. | ISW | -Power Point-Notebook -Pen/Pencil | Formative- QuestioningSummative- PDN/Exit TicketStudent Self-Assessment- Group Work |
| 4 | Students will be able to evaluate the major military turning points of the war. | Des-cribe (3) | Students will utilize Power Point to copy notes on the subject matter. They will then complete a worksheet regarding the military during the war. | ISW | -Power Point-Notebook -Pen/Pencil | Formative- QuestioningSummative- PDN/Exit TicketStudent Self-Assessment- Group Work |
| 5 | ***1/2 DAY STUDENTS***Students will be able to describe how the British were finally defeated. | Des-cribe (3) | Students will copy notes from a Power Point presentation. They will then be given an article regarding the end of the war in which they will read, highlight key points, and annotate. | ISW | -Power Point-Notebook -Pen/Pencil | Formative- QuestioningSummative- PDN/Exit TicketStudent Self-Assessment- Group Work |

**Teacher Name: Kyle Mahalick Subject: American Studies II Start Date(s): 05/04/20 Grade Level(s): 10**

**Building: HAHS End Dates(s): 05/08/20**

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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 analyze the problems farmers faced and the groups they formed to address them. | Analyze (3) | Students will copy Power Point notes on the subject matter. They will utilize the textbooks to take notes on the struggles farmers had during the late 1800s regarding the Gilded Age. | ISW | -Power Point-Notebook -Pen/Pencil | Formative- QuestioningSummative- PDN/Exit TicketStudent Self-Assessment- Group Work |
| 2 | Students will be able to assess the goals of the Populists, and explain why the Populist Party did not last | Analyze (3) | Students will take notes on the topic through the use of Power Point. They will complete a worksheet pertaining to the Populist Party and the issues it dealt with. | ISW | -Power Point-Notebook -Pen/Pencil | Formative- QuestioningSummative- PDN/Exit TicketStudent Self-Assessment- Group Work |
| 3 | Students will be able to identify the causes of Progressivism and compare it to Populism. | Des-cribe (3) | Students will take notes on the topic using Power Point. They will create a Venn Diagram to distinguish the characteristics of Progressivism from those of Populism. | ISW | -Power Point-Notebook -Pen/Pencil | Formative- QuestioningSummative- PDN/Exit TicketStudent Self-Assessment- Group Work |
| 4 | Students will be able to analyze the role that journalists played in the Progressive Movement. | Analyze (3) | Students will copy notes from a Power Point slideshow. They will utilize the internet to research various publications that were written during this time period to expose corruption. | ISW | -Power Point-Notebook -Pen/Pencil | Formative- QuestioningSummative- PDN/Exit TicketStudent Self-Assessment- Group Work |
| 5 | ***1/2 DAY STUDENTS***Students will be able to evaluate some of the social reforms that Progressives tackled. | Analyze (3) | Students will utilize Power Point to copy notes on the subject matter. They will then complete a worksheet regarding the various reforms during the Progressive Era. | ISW | -Power Point-Notebook -Pen/Pencil | Formative- QuestioningSummative- PDN/Exit TicketStudent Self-Assessment- Group Work |