**Teacher Name: Kyle Mahalick Subject: American Studies I Start Date(s): 10/07/19 Grade Level(s): 9**

**Building: HAHS End Dates(s): 10/11/19**

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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 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 |
| 2 | 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 |
| 3 | Students will be able to reflect on the impact of immigration and slavery in the American colonies. | Infer (3) | Students will take Power Point notes on the topic. They will then draw a map of the colonies and label the different areas that were settled by immigrants from different countries. This will be done with the help of their textbooks. | 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 compare and contrast the government of England to that of the American colonies. | Ex-plain (2) | Students will copy notes from Power Point. They will then create a Venn Diagram in their notebooks and outline the key similarities and differences between the governments of England and the American 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 background of each region throughout the American colonies. | Des-cribe (2) | Students will copy notes on the topic from a Power Point slideshow. They will create a chart highlighting the key characteristics of each region that help define 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): 10/07/19 Grade Level(s): 9 End Date(s): 10/11/19**

**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 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 |
| 2 | 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 |
| 3 | Students will be able to reflect on the impact of immigration and slavery in the American colonies. | Infer (3) | Students will take Power Point notes on the topic. They will then draw a map of the colonies and label the different areas that were settled by immigrants from different countries. This will be done with the help of their textbooks. | 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 compare and contrast the government of England to that of the American colonies. | Ex-plain (2) | Students will copy notes from Power Point. They will then create a Venn Diagram in their notebooks and outline the key similarities and differences between the governments of England and the American 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 background of each region throughout the American colonies. | Des-cribe (2) | Students will copy notes on the topic from a Power Point slideshow. They will create a chart highlighting the key characteristics of each region that help define 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): 10/07/19 Grade Level(s): 10**

**Building: HAHS End Dates(s): 10/11/19**

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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 how the immigration boom of the late 1800s impacted the Industrial Revolution. | Des-cribe (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 |
| 2 | Students will be able to describe the impact of immigration on cities during the late 1800s. | 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 |
| 3 | Students will be able to reflect on the impact immigrants have had on American society. | Infer (3) | Students will take Power Point notes on the topic. They will then create a timeline indicating the technological advancements that came to cities resulting from immigration. | 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 reflect on the social and cultural trends imposed by the wave of immigrants during the late 1800s. | Ex-plain (3) | Students will copy Power Point notes on the topic. They will then use the laptops to research specific changes that the immigrants brought to the United States and write a summary about one specific change of their choice. | 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 industrial and urban growth of Southern cities during the late 1800s. | Des-cribe (3) | Students will copy Power Point notes on the subject. They will then create a diagram to compare and contrast the South from pre-Reconstruction to post-Reconstruction. | I  S  W | -Power Point  -Notebook  -Pen/Pencil | Formative- Questioning  Summative- PDN/Exit Ticket  Student Self-Assessment- Group Work |