**Teacher Name: Kyle Mahalick Subject: American Studies I Start Date(s): 10/21/19 Grade Level(s): 9**

**Building: HAHS End Dates(s): 10/25/19**

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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 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 |
| 2 | 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 |
| 3 | 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 |
| 4 | Students will be able to outline the key issues with immigration and slavery in the American colonies. | Ex-plain (2) | Students will take notes on the topic from Power Point. They will then utilize their textbooks to list the top issues associated with immigration to the colonies as well as those associated with slavery. | 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 origins of the government in the American colonies. | Des-cribe (2) | Students will copy Power Point notes on the topic. They will then create a Venn Diagram in which they will compare and contrast the government of Britain to that 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): 10/21/19 Grade Level(s): 9 End Date(s): 10/25/19**

**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 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 |
| 2 | 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 |
| 3 | 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 |
| 4 | Students will be able to outline the key issues with immigration and slavery in the American colonies. | Ex-plain (2) | Students will take notes on the topic from Power Point. They will then utilize their textbooks to list the top issues associated with immigration to the colonies as well as those associated with slavery. | 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 origins of the government in the American colonies. | Des-cribe (2) | Students will copy Power Point notes on the topic. They will then create a Venn Diagram in which they will compare and contrast the government of Britain to that 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): 10/21/19 Grade Level(s): 10**

**Building: HAHS End Dates(s): 10/25/19**

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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 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 |
| 2 | 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 |
| 3 | 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 |
| 4 | Students will be able to describe the conditions of the South in the years following the Reconstruction Era. | Ex-plain (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 |
| 5 | Students will be able to describe the significance of westward expansion during the late 1800s. | Des-cribe (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 |