**Teacher Name: Kyle Mahalick Subject: American Studies I Start Date(s): 11/18/19 Grade Level(s): 9**

**Building: HAHS End Dates(s): 11/22/19**

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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 describe the methods the colonists used to protest British taxes. | Ex-plain (3) | Students will copy Power Point notes on the topic. They will then utilize the textbooks to create an outline of the various taxes that the British placed on the colonists. | 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 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 |
| 3 | Students will be able to describe the political heritage of the American colonies. | Des-cribe (3) | Students will take notes on the topic using Power Point. They will utilize the laptops to compare and contrast the political heritage of the colonial era and today. | 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 methods the colonists used to protest British taxes. | Ex-plain (3) | Students will copy Power Point notes on the topic. They will then utilize the textbooks to create an outline of the various taxes that the British placed on the colonists. | 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 the First Continental Congress in 1774. | Des-cribe (3) | Students will copy notes on the topic using Power Point. They will complete a worksheet regarding the history of the First Continental Congress and the changes it made to 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): 11/18/19 Grade Level(s): 9 End Date(s): 11/22/19**

**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 describe the methods the colonists used to protest British taxes. | Ex-plain (3) | Students will copy Power Point notes on the topic. They will then utilize the textbooks to create an outline of the various taxes that the British placed on the colonists. | 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 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 |
| 3 | Students will be able to describe the political heritage of the American colonies. | Des-cribe (3) | Students will take notes on the topic using Power Point. They will utilize the laptops to compare and contrast the political heritage of the colonial era and today. | 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 methods the colonists used to protest British taxes. | Ex-plain (3) | Students will copy Power Point notes on the topic. They will then utilize the textbooks to create an outline of the various taxes that the British placed on the colonists. | 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 the First Continental Congress in 1774. | Des-cribe (3) | Students will copy notes on the topic using Power Point. They will complete a worksheet regarding the history of the First Continental Congress and the changes it made to 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): 11/18/19 Grade Level(s): 10**

**Building: HAHS End Dates(s): 11/22/19**

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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 describe the conflicts between white settlers and Indians. | Des-cribe (3) | Students will copy Power Point notes into their notebooks. They will utilize their textbooks and the laptops to research a battle that was fought during this time period and write a brief summary. | 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 ways various peoples lived in the West and their impact on the environment. | Ex-plain (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 |
| 3 | Students will be able to compare the ways Native Americans and white settlers viewed and used the land. | Analyze (3) | Students will copy notes from a Power Point slideshow. They will then complete a worksheet outlining a variety of historical figures and the roles they played during the time period. | 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 conflicts between white settlers and Indians. | Ex-plain (3) | Students will copy Power Point notes into their notebooks. They will utilize their textbooks and the laptops to research a battle that was fought during this time period and write a brief summary. | 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 assess how whites created a segregated society in the South and how African-Americans responded. | Des-cribe (3) | Students will copy notes on the topic from a Power Point presentation. They will then utilize the laptops to search the internet for segregation laws that were in effect in 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 |