**Teacher Name: Kyle Mahalick Subject: American Studies I Start Date(s): 04/29/19 Grade Level(s): 9**

**Building: HAHS End Dates(s): 05/03/19**

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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 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 |
| 2 | Students will be able to explain why fighting broke out to begin the American Revolution and the response of the Second Continental Congress. | Ex-plain (3) | Students will copy notes on the topic with the use of Power Point. They will utilize the laptops to research the Second Continental Congress and describe its historical significance. | 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 Loyalists’ view of the Patriots. | Des-cribe (3) | Students will copy Power Point notes on the subject matter. They will then create a Venn Diagram in their notebooks to compare and contrast the Loyalists with the Patriots. | 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 assess why Congress declared independence and the ideas underlying the Declaration of Independence. | Analyze (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. | 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 explain the advantages the British held at the start of the war, and the mistakes they made by underestimating the Patriots. | Ex-plain (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. | 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): 04/29/19 Grade Level(s): 9 End Date(s): 05/03/19**

**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 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 |
| 2 | Students will be able to explain why fighting broke out to begin the American Revolution and the response of the Second Continental Congress. | Ex-plain (3) | Students will copy notes on the topic with the use of Power Point. They will utilize the laptops to research the Second Continental Congress and describe its historical significance. | 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 Loyalists’ view of the Patriots. | Des-cribe (3) | Students will copy Power Point notes on the subject matter. They will then create a Venn Diagram in their notebooks to compare and contrast the Loyalists with the Patriots. | 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 assess why Congress declared independence and the ideas underlying the Declaration of Independence. | Analyze (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. | 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 explain the advantages the British held at the start of the war, and the mistakes they made by underestimating the Patriots. | Ex-plain (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. | 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): 04/29/19 Grade Level(s): 10**

**Building: HAHS End Dates(s): 05/03/19**

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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 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 |
| 2 | Students will be able to analyze efforts to limit immigration and the effects of those efforts. | Analyze (3) | Students will copy Power Point notes on the subject matter. They will then utilize the internet to research present-day immigration trends and relate them to the late 1800s. | 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 situations of Mexican- Americans and of women to those of other groups. | Infer (3) | Students will copy notes from a Power Point slideshow. They will then complete a worksheet regarding the situations of Mexican-Americans and of women in the late 1800s. | 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 issue of corruption in national politics in the 1870s and 1880s. | Analyze (3) | Students will utilize Power Point to copy notes on the topic. They will then utilize their textbooks to research trends of political corruption 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 discuss civil service reform during the 1870s and 1880s. | Des-cribe (3) | Students will copy Power Point notes regarding the topic. They will then work in groups and utilize the laptops to conduct further research on the civil service reform of the late 1800s. | I  S  W | -Power Point  -Notebook  -Pen/Pencil | Formative- Questioning  Summative- PDN/Exit Ticket  Student Self-Assessment- Group Work |