**Teacher Name: Kyle Mahalick Subject: American Studies I Start Date(s): 09/04/18 Grade Level(s): 9**

**Building: HAHS End Dates(s): 09/07/18**

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| **DAILY PLAN** | | | | | | |
| **Day** | **Objective (s)** | **DOK Level** | **Activities / Teaching Strategies** | **Grouping** | **Materials / Resources** | **Assessment of Objective (s)** |
| 1 | LABOR DAY – NO SCHOOL |  |  |  |  |  |
| 2 | Students will be able to describe different Native American tribes. | Des-cribe (2) | Students will take power point notes and also chart the various tribes in the Americas using a graphic organizer. They will list characteristics of a culture and compare to the Native Americans. | Yes | -Power Point  -Pen/Pencil  -Notebook | Formative- Questioning  Summative- PDN/Exit Ticket  Student Self-Assessment- Graphic organizer |
| 3 | Students will be able to understand how and why the Europeans came to the Americas. | Ex-plain (2) | Students will utilize power point to copy notes about the various reasons why the Europeans wanted to come to the Americas. They will use think-pair-share to learn about what Europe was like during that time. | Yes | -Power Point  -Pen/Pencil  -Notebook | Formative- Questioning  Summative- PDN/Exit Ticket  Student Self-Assessment- Think/Pair/Share |
| 4 | Students will be able to describe the influence of the West African kingdoms to trade in the Americas. | Des-cribe (2) | Students will copy power point slides regarding trade between West Africa, Europe, and the Americas. They will draw a map of the trade routes to enhance their geographic knowledge. | Yes | -Power Point  -Pen/Pencil  -Notebook  -Printer Paper | Formative- Questioning  Summative- PDN/Exit Ticket  Student Self-Assessment- Geographic knowledge |
| 5 | Students will be able to discuss the first European encounters in the Americas. | Ex-plain (2) | Students will utilize power point to take notes about the first encounters of the Europeans as they voyaged to the Americas. They will join in groups to list the accomplishments of various European sailors. | Yes | -Power Point  -Pen/Pencil  -Notebook  -Textbook | 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): 09/04/18 Grade Level(s): 9 End Date(s): 09/07/18**

**Building: HAHS**

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| **DAILY PLAN** | | | | | | |
| **Day** | **Objective (s)** | **DOK Level** | **Activities / Teaching Strategies** | **Grouping** | **Materials / Resources** | **Assessment of Objective (s)** |
| 1 | LABOR DAY – NO SCHOOL |  |  |  |  |  |
| 2 | Students will be able to describe different Native American tribes. | Des-cribe (2) | Students will take power point notes and also chart the various tribes in the Americas using a graphic organizer. They will list characteristics of a culture and compare to the Native Americans. | Yes | -Power Point  -Pen/Pencil  -Notebook | Formative- Questioning  Summative- PDN/Exit Ticket  Student Self-Assessment- Graphic Organizer |
| 3 | Students will be able to understand how and why the Europeans came to the Americas. | Ex-plain (2) | Students will utilize power point to copy notes about the various reasons why the Europeans wanted to come to the Americas. They will use think-pair-share to learn about what Europe was like during that time. | Yes | -Power Point  -Pen/Pencil  -Notebook | Formative- Questioning  Summative- PDN/Exit Ticket  Student Self-Assessment- Think/Pair/Share |
| 4 | Students will be able to describe the influence of the West African kingdoms to trade in the Americas. | Des-cribe (2) | Students will copy power point slides regarding trade between West Africa, Europe, and the Americas. They will draw a map of the trade routes to enhance their geographic knowledge. | Yes | -Power Point  -Pen/Pencil  -Notebook  -Printer Paper | Formative- Questioning  Summative- PDN/Exit Ticket  Student Self-Assessment- Geographic knowledge |
| 5 | Students will be able to discuss the first European encounters in the Americas. | Ex-plain (2) | Students will utilize power point to take notes about the first encounters of the Europeans as they voyaged to the Americas. They will join in groups to list the accomplishments of various European sailors. | Yes | -Power Point  -Pen/Pencil  -Notebook  -Textbook | Formative- Questioning  Summative- PDN/Exit Ticket  Student Self-Assessment- Group work |

**Teacher Name: Kyle Mahalick Subject: American Studies II Start Date(s): 09/04/18 Grade Level(s): 10**

**Building: HAHS End Dates(s): 09/07/18**

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| **DAILY PLAN** | | | | | | |
| **Day** | **Objective (s)** | **DOK Level** | **Activities / Teaching Strategies** | **Grouping** | **Materials / Resources** | **Assessment of Objective (s)** |
| 1 | LABOR DAY – NO SCHOOL |  |  |  |  |  |
| 2 | Students will be able to understand the origins of the Reconstruction Era. | Des-cribe (3) | Students will utilize think-pair-share to describe what the country was like in the years following the Civil War. They will take Power Point notes to understand the time period. | Yes | -Power Point  -Pen/Pencil  -Notebook | Formative- Questioning  Summative- PDN/Exit Ticket  Student Self-Assessment- Graphic Organizer |
| 3 | Students will be able to explain the two different plans regarding Reconstruction. | Com-pare (3) | Students will compare and contrast Lincoln’s Plan to the Radical Republican Plan after taking Power Point notes about it. | Yes | -Power Point  -Pen/Pencil  -Notebook | Formative- Questioning  Summative- PDN/Exit Ticket  Student Self-Assessment- Think/Pair/Share |
| 4 | Students will be able to describe the rights that were given to African Americans during Reconstruction. | Des-cribe (3) | The teacher will facilitate a discussion regarding suffrage and other rights that Americans have. They will then use Power Point to take notes on the suffrage and rights given to African Americans during the Reconstruction Era. | Yes | -Power Point  -Pen/Pencil  -Notebook | Formative- Questioning  Summative- PDN/Exit Ticket  Student Self-Assessment- Geographic knowledge |
| 5 | Students will be able to describe how and why the Reconstruction Era ended. | Infer (3) | The students will group together to utilize the textbook and create an outline regarding how and why the Reconstruction Era ended. This will count as their notes for the section. | Yes | -Textbook  -Pen/Pencil  -Notebook | Formative- Questioning  Summative- PDN/Exit Ticket  Student Self-Assessment- Group work |