**Teacher Name: Kyle Mahalick Subject: American Studies I Start Date(s): 01/06/20 Grade Level(s): 9**

**Building: HAHS End Dates(s): 01/10/20**

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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 summarize the rival plans of government proposed at the convention. | Des-cribe (3) | Students will utilize Power Point to copy notes on the topic. They will then complete a worksheet relating to the different plans of government that had been proposed. | 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 the compromises made in order to reach agreement on the Constitution. | Analyze (3) | Students will copy notes on the topic from a Power Point slideshow. They will then utilize the internet to conduct research on the compromises made in order to create the Constitution. | 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 arguments for and against ratification of the Constitution. | Analyze (3) | Students will copy notes on the subject using Power Point. They will then utilize the internet to research key arguments relating to the Constitution and briefly summarize each one. | 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 how the Constitution was ratified. | Des-cribe (3) | Students will copy notes from a Power Point slideshow. They will then complete a worksheet regarding the ratification of the Constitution and the key people who ratified it. | 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 principles of the Constitution. | Ex-plain (3) | Students will copy notes on the topic from Power Point. They will then utilize the textbook to read and analyze the text of the Constitution and explain its key principles. | 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): 01/06/20**

**Grade Level(s): 9 End Date(s): 01/10/20**

**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 summarize the rival plans of government proposed at the convention. | Des-cribe (3) | Students will utilize Power Point to copy notes on the topic. They will then complete a worksheet relating to the different plans of government that had been proposed. | 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 the compromises made in order to reach agreement on the Constitution. | Analyze (3) | Students will copy notes on the topic from a Power Point slideshow. They will then utilize the internet to conduct research on the compromises made in order to create the Constitution. | 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 arguments for and against ratification of the Constitution. | Analyze (3) | Students will copy notes on the subject using Power Point. They will then utilize the internet to research key arguments relating to the Constitution and briefly summarize each one. | 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 how the Constitution was ratified. | Des-cribe (3) | Students will copy notes from a Power Point slideshow. They will then complete a worksheet regarding the ratification of the Constitution and the key people who ratified it. | 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 principles of the Constitution. | Ex-plain (3) | Students will copy notes on the topic from Power Point. They will then utilize the textbook to read and analyze the text of the Constitution and explain its key principles. | 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): 01/06/20 Grade Level(s): 10**

**Building: HAHS End Dates(s): 01/10/20**

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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 analyze the four key reasons for the start of World War I. | Analyze (3) | Students will copy notes on the topic from Power Point. They will then utilize the internet to conduct research on the key reasons for the start of World War I. | 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 Triple Alliance to the Triple Entente. | Analyze (3) | Students will take notes on the subject from Power Point. They will then utilize the textbook to write a description of the Triple Alliance and the Triple Entente. | 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 explain which countries had tensions with each other prior to World War I. | Ex-plain (3) | Students will utilize Power Point to copy notes on the subject. They will then conduct research on the internet relating to tensions in European countries 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 several new weapons/inventions introduced during World War I. | Des-cribe (3) | Students will copy notes from a Power Point slideshow. They will then complete a worksheet regarding the weapons and inventions that were introduced during World War I. | 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 several key battles fought during World War I. | Des-cribe (3) | Students will take notes on the subject matter from a Power Point slideshow. They will then complete a worksheet regarding the key battles of World War I. | I  S  W | -Power Point  -Notebook  -Pen/Pencil | Formative- Questioning  Summative- PDN/Exit Ticket  Student Self-Assessment- Group Work |