**Teacher Name: Kyle Mahalick Subject: American Studies I Start Date(s): 01/27/20 Grade Level(s): 9**

**Building: HAHS End Dates(s): 01/31/20**

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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 describe the conditions of Medieval Europe prior to the Renaissance. | Des-cribe (2) | Students will take Power Point notes on Medieval Europe and create a graphic organizer in groups to outline these conditions. There will be a worksheet on the topic as well. | ISW | -Power Point-Pen/Pencil-Notebook | Formative- QuestioningSummative- PDN/Exit TicketStudent Self-Assessment- Graphic organizer |
| 2 | Students will be able to discuss how the Middle Ages lead to the Renaissance in Europe. | Ex-plain (2) | Students will take Power Point notes on the section. This will be followed by an activity using think/pair/share to describe the most significant impact on the changes. | ISW | -Power Point-Pen/Pencil-Notebook | Formative- QuestioningSummative- PDN/Exit TicketStudent Self-Assessment- Think/Pair/Share |
| 3 | Students will be able to describe the impact the Renaissance had on European explorers sailing to the New World. | Des-cribe (2) | Students will utilize Power Point to take notes on the section. Next, they will complete a map activity outlining the various trade routes and paths of travel that the explorers took. | ISW | -Power Point-Pen/Pencil-Notebook | Formative- QuestioningSummative- PDN/Exit TicketStudent Self-Assessment- Geographic knowledge |
| 4 | Students will be able to describe the different explorers who traveled to the New World. | Ex-plain (2) | Students will take their own notes on the section by outlining the achievements of the various explorers that came to the Americas. The teacher will review the information with the students on the board. | ISW | -Textbook-Pen/Pencil-Notebook | Formative- QuestioningSummative- PDN/Exit TicketStudent Self-Assessment- Group work |
| 5 | Students will be able to understand how the Europeans made a lasting impact on the Americas. | Infer (3) | Students will copy the Power Point notes on the section. They will then join in groups to create a graphic organizer outlining the important aspects of the chapter. | ISW | -Power Point-Pen/Pencil-Notebook | Formative- QuestioningSummative- PDN/Exit TicketStudent Self-Assessment- Graphic organizer |

**Teacher Name: Kyle Mahalick Subject: Arts and Humanities American Studies I Start Date(s): 01/27/20 Grade Level(s): 9 End Date(s): 01/31/20**

**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 describe the conditions of Medieval Europe prior to the Renaissance. | Des-cribe (2) | Students will take Power Point notes on Medieval Europe and create a graphic organizer in groups to outline these conditions. There will be a worksheet on the topic as well. | ISW | -Power Point-Pen/Pencil-Notebook | Formative- QuestioningSummative- PDN/Exit TicketStudent Self-Assessment- Graphic organizer |
| 2 | Students will be able to discuss how the Middle Ages lead to the Renaissance in Europe. | Ex-plain (2) | Students will take Power Point notes on the section. This will be followed by an activity using think/pair/share to describe the most significant impact on the changes. | ISW | -Power Point-Pen/Pencil-Notebook | Formative- QuestioningSummative- PDN/Exit TicketStudent Self-Assessment- Think/Pair/Share |
| 3 | Students will be able to describe the impact the Renaissance had on European explorers sailing to the New World. | Des-cribe (2) | Students will utilize Power Point to take notes on the section. Next, they will complete a map activity outlining the various trade routes and paths of travel that the explorers took. | ISW | -Power Point-Pen/Pencil-Notebook | Formative- QuestioningSummative- PDN/Exit TicketStudent Self-Assessment- Geographic knowledge |
| 4 | Students will be able to describe the different explorers who traveled to the New World. | Ex-plain (2) | Students will take their own notes on the section by outlining the achievements of the various explorers that came to the Americas. The teacher will review the information with the students on the board. | ISW | -Power Point-Pen/Pencil-Notebook | Formative- QuestioningSummative- PDN/Exit TicketStudent Self-Assessment- Group work |
| 5 | Students will be able to understand how the Europeans made a lasting impact on the Americas. | Infer (3) | Students will copy the Power Point notes on the section. They will then join in groups to create a graphic organizer outlining the important aspects of the chapter. | ISW | -Power Point-Pen/Pencil-Notebook | Formative- QuestioningSummative- PDN/Exit TicketStudent Self-Assessment- Graphic organizer |

**Teacher Name: Kyle Mahalick Subject: American Studies II Start Date(s): 01/27/20 Grade Level(s): 10**

**Building: HAHS End Dates(s): 01/31/20**

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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 describe the origins behind industry and technological growth. | Des-cribe (3) | Students will take Power Point notes on the section. They will join in groups to read the section and answer the section review questions, which will be later reviewed as a class. | ISW | -Power Point-Pen/Pencil-Notebook | Formative- QuestioningSummative- PDN/Exit TicketStudent Self-Assessment- Group work |
| 2 | Students will be able to discuss how businesses rose during the time of industrialization. | Ex-plain (3) | The students will utilize think/pair/share to discuss and hypothesize how businesses began to grow in the late 1800s. This will be reviewed as a class. There will be a Power Point presentation on the topic.  | ISW | -Power Point-Pen/Pencil-Notebook | Formative- QuestioningSummative- PDN/Exit TicketStudent Self-Assessment- Think/Pair/Share |
| 3 | Students will be able to describe the conditions of working in a factory in the late 1800s. | Des-cribe (3) | Students will utilize Power Point to take notes on the subject. The students will create a graphic organizer on the topic, which will later be discussed as a class. | ISW | -Power Point-Pen/Pencil-Notebook | Formative- QuestioningSummative- PDN/Exit TicketStudent Self-Assessment- Graphic organizer |
| 4 | Students will be able to discuss how labor movements changed the working conditions of factories. | Ex-plain (3) | Students will copy their notes from Power Point. The teacher will outline the various steps that unions took to ensure quality work conditions while comparing it to present-day labor unions. There will be a worksheet on the topic as well. | ISW | -Power Point-Pen/Pencil-Notebook | Formative- QuestioningSummative- PDN/Exit TicketStudent Self-Assessment- Group work |
| 5 | Students will be able to understand the impact of the industrial boom on the United States. | Infer (3) | Students will utilize their own textbooks to outline the key components of the chapter. The teacher will review the important information with the students. | ISW | -Textbook-Pen/Pencil-Notebook | Formative- QuestioningSummative- PDN/Exit TicketStudent Self-Assessment- Graphic organizer |