**Teacher Name: Kyle Mahalick Subject: American Studies I Start Date(s): 03/02/20 Grade Level(s): 9**

**Building: HAHS End Dates(s): 03/06/20**

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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 discuss the significance of the Pennsylvania Colony as a leader for religious tolerance. | Ex-plain (2) | Students will take their own notes on the topic by creating graphic organizers in their notebooks. They will be allowed to utilize their textbooks. Students will then complete a worksheet on the topic. | 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 significance of the Pennsylvania Colony as a leader for religious tolerance. | Des-cribe (2) | Students will take their own notes on the topic by creating graphic organizers in their notebooks. They will be allowed to utilize their textbooks. Students will then complete a worksheet on the topic. | 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 reflect on the importance of the Mid-Atlantic Colonies in North America, including Pennsylvania. | Ex-plain (2) | Students will copy Power Point notes in their notebooks. They will complete a map activity in their books on the topic. They will then answer several questions on the section in their notebooks. | 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 highlight the key reasons the British colonies developed. | Des-cribe (2) | Students will take notes on the topic via Power Point presentation. They will utilize primary source documents from several key figures in 1600s Colonial America to answer questions about the colonies. | 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 reflect on the impact of immigration and slavery in the American colonies. | Infer (3) | Students will take Power Point notes on the topic. They will then draw a map of the colonies and label the different areas that were settled by immigrants from different countries. This will be done with the help of their textbooks. | 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): 03/02/20 Grade Level(s): 9 End Date(s): 03/06/20**

**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 discuss the significance of the Pennsylvania Colony as a leader for religious tolerance. | Ex-plain (2) | Students will take their own notes on the topic by creating graphic organizers in their notebooks. They will be allowed to utilize their textbooks. Students will then complete a worksheet on the topic. | 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 significance of the Pennsylvania Colony as a leader for religious tolerance. | Des-cribe (2) | Students will take their own notes on the topic by creating graphic organizers in their notebooks. They will be allowed to utilize their textbooks. Students will then complete a worksheet on the topic. | 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 reflect on the importance of the Mid-Atlantic Colonies in North America, including Pennsylvania. | Ex-plain (2) | Students will copy Power Point notes in their notebooks. They will complete a map activity in their books on the topic. They will then answer several questions on the section in their notebooks. | 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 highlight the key reasons the British colonies developed. | Des-cribe (2) | Students will take notes on the topic via Power Point presentation. They will utilize primary source documents from several key figures in 1600s Colonial America to answer questions about the colonies. | 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 reflect on the impact of immigration and slavery in the American colonies. | Infer (3) | Students will take Power Point notes on the topic. They will then draw a map of the colonies and label the different areas that were settled by immigrants from different countries. This will be done with the help of their textbooks. | 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): 03/02/20 Grade Level(s): 10**

**Building: HAHS End Dates(s): 03/06/20**

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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 understand the impact of the industrial boom on the United States. | Ex-plain (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. | 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 understand the impact of the industrial boom on the United States. | Des-cribe (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. | 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 how the immigration boom of the late 1800s impacted the Industrial Revolution. | Ex-plain (3) | Students will take notes on the topic via Power Point. They will then utilize the computers to conduct research on Ellis Island and Angel Island and the impact those places had on the immigrant population. | 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 impact of immigration on cities during the late 1800s. | Des-cribe (3) | Students will take Power Point notes on the topic. They will then create a timeline indicating the technological advancements that came to cities resulting from immigration. | 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 reflect on the impact immigrants have had on American society. | Infer (3) | Students will copy notes on the subject matter via Power Point. They will then utilize computers to research famous immigrants to the United States and explain how they contributed to the country. | I  S  W | -Power Point  -Notebook  -Pen/Pencil | Formative- Questioning  Summative- PDN/Exit Ticket  Student Self-Assessment- Group Work |