**Teacher Name: Kyle Mahalick Subject: American Studies I Start Date(s): 04/06/20 Grade Level(s): 9**

**Building: HAHS End Dates(s): 04/10/20**

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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 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 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 |
| 4 | SNOW MAKE-UP DAY…IF SCHOOL…  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 |
| 5 | SPRING BREAK  HAPPY EASTER!  NO SCHOOL |  |  |  |  |  |

**Teacher Name: Kyle Mahalick Subject: Arts and Humanities American Studies I Start Date(s): 04/06/20 Grade Level(s): 9 End Date(s): 04/10/20**

**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 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 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 |
| 4 | SNOW MAKE-UP DAY…IF SCHOOL…  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 |
| 5 | SPRING BREAK  HAPPY EASTER!  NO SCHOOL |  |  |  |  |  |

**Teacher Name: Kyle Mahalick Subject: American Studies II Start Date(s): 04/06/20 Grade Level(s): 10**

**Building: HAHS End Dates(s): 04/10/20**

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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 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 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 |
| 4 | SNOW MAKE-UP DAY…IF SCHOOL…  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 |
| 5 | SPRING BREAK  HAPPY EASTER!  NO SCHOOL |  |  |  |  |  |