**Teacher Name: Kyle Mahalick Subject: American Studies I Start Date(s): 04/27/20 Grade Level(s): 9**

**Building: HAHS End Dates(s): 05/01/20**

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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 why Congress declared independence and the ideas underlying the Declaration of Independence. | Analyze (3) | Students will use Power Point to copy notes on the topic. They will then utilize the textbooks to describe the background of the Declaration of Independence and the significance of the authors. | ISW | -Power Point-Notebook -Pen/Pencil | Formative- QuestioningSummative- PDN/Exit TicketStudent Self-Assessment- Group Work |
| 2 | Students will be able to assess why Congress declared independence and the ideas underlying the Declaration of Independence. | Analyze (3) | Students will use Power Point to copy notes on the topic. They will then utilize the textbooks to describe the background of the Declaration of Independence and the significance of the authors. | ISW | -Power Point-Notebook -Pen/Pencil | Formative- QuestioningSummative- PDN/Exit TicketStudent Self-Assessment- Group Work |
| 3 | Students will be able to explain the advantages the British held at the start of the war, and the mistakes they made by underestimating the Patriots. | Ex-plain (3) | Students will copy Power Point notes on the topic. They will then complete a worksheet regarding the history of the Revolutionary War and the key battles fought at the beginning of the war. | ISW | -Power Point-Notebook -Pen/Pencil | Formative- QuestioningSummative- PDN/Exit TicketStudent Self-Assessment- Group Work |
| 4 | Students will be able to describe the war on the frontier. | Des-cribe (3) | Students will copy notes on the topic from Power Point. They will then utilize their textbooks to draw a map of the key locations of the frontier war battleground. | ISW | -Power Point-Notebook -Pen/Pencil | Formative- QuestioningSummative- PDN/Exit TicketStudent Self-Assessment- Group Work |
| 5 | Students will be able to evaluate the major military turning points of the war. | Analyze (3) | Students will utilize Power Point to copy notes on the subject matter. They will then complete a worksheet regarding the military during the war. | ISW | -Power Point-Notebook -Pen/Pencil | Formative- QuestioningSummative- PDN/Exit TicketStudent Self-Assessment- Group Work |

**Teacher Name: Kyle Mahalick Subject: Arts and Humanities American Studies I Start Date(s): 04/27/20 Grade Level(s): 9 End Date(s): 05/01/20**

**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 assess why Congress declared independence and the ideas underlying the Declaration of Independence. | Analyze (3) | Students will use Power Point to copy notes on the topic. They will then utilize the textbooks to describe the background of the Declaration of Independence and the significance of the authors. | ISW | -Power Point-Notebook -Pen/Pencil | Formative- QuestioningSummative- PDN/Exit TicketStudent Self-Assessment- Group Work |
| 2 | Students will be able to assess why Congress declared independence and the ideas underlying the Declaration of Independence. | Analyze (3) | Students will use Power Point to copy notes on the topic. They will then utilize the textbooks to describe the background of the Declaration of Independence and the significance of the authors. | ISW | -Power Point-Notebook -Pen/Pencil | Formative- QuestioningSummative- PDN/Exit TicketStudent Self-Assessment- Group Work |
| 3 | Students will be able to explain the advantages the British held at the start of the war, and the mistakes they made by underestimating the Patriots. | Ex-plain (3) | Students will copy Power Point notes on the topic. They will then complete a worksheet regarding the history of the Revolutionary War and the key battles fought at the beginning of the war. | ISW | -Power Point-Notebook -Pen/Pencil | Formative- QuestioningSummative- PDN/Exit TicketStudent Self-Assessment- Group Work |
| 4 | Students will be able to describe the war on the frontier. | Des-cribe (3) | Students will copy notes on the topic from Power Point. They will then utilize their textbooks to draw a map of the key locations of the frontier war battleground. | ISW | -Power Point-Notebook -Pen/Pencil | Formative- QuestioningSummative- PDN/Exit TicketStudent Self-Assessment- Group Work |
| 5 | Students will be able to evaluate the major military turning points of the war. | Analyze (3) | Students will utilize Power Point to copy notes on the subject matter. They will then complete a worksheet regarding the military during the war. | ISW | -Power Point-Notebook -Pen/Pencil | Formative- QuestioningSummative- PDN/Exit TicketStudent Self-Assessment- Group Work |

**Teacher Name: Kyle Mahalick Subject: American Studies II Start Date(s): 04/27/20 Grade Level(s): 10**

**Building: HAHS End Dates(s): 05/01/20**

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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 civil service reform during the 1870s and 1880s. | Des-cribe (3) | Students will copy Power Point notes regarding the topic. They will then work in groups and utilize the laptops to conduct further research on the civil service reform of the late 1800s. | ISW | -Power Point-Notebook -Pen/Pencil | Formative- QuestioningSummative- PDN/Exit TicketStudent Self-Assessment- Group Work |
| 2 | Students will be able to discuss civil service reform during the 1870s and 1880s. | Des-cribe (3) | Students will copy Power Point notes regarding the topic. They will then work in groups and utilize the laptops to conduct further research on the civil service reform of the late 1800s. | ISW | -Power Point-Notebook -Pen/Pencil | Formative- QuestioningSummative- PDN/Exit TicketStudent Self-Assessment- Group Work |
| 3 | Students will be able to assess the importance of economic issues in the politics of the Gilded Age. | Analyze (3) | Students will take notes on the topic with the use of Power Point. They will utilize the laptops to conduct further research on the Gilded Age economy and write about it. | ISW | -Power Point-Notebook -Pen/Pencil | Formative- QuestioningSummative- PDN/Exit TicketStudent Self-Assessment- Group Work |
| 4 | Students will be able to analyze the problems farmers faced and the groups they formed to address them. | Analyze (3) | Students will copy Power Point notes on the subject matter. They will utilize the textbooks to take notes on the struggles farmers had during the late 1800s regarding the Gilded Age. | ISW | -Power Point-Notebook -Pen/Pencil | Formative- QuestioningSummative- PDN/Exit TicketStudent Self-Assessment- Group Work |
| 5 | Students will be able to assess the goals of the Populists, and explain why the Populist Party did not last | Analyze (3) | Students will take notes on the topic through the use of Power Point. They will complete a worksheet pertaining to the Populist Party and the issues it dealt with. | ISW | -Power Point-Notebook -Pen/Pencil | Formative- QuestioningSummative- PDN/Exit TicketStudent Self-Assessment- Group Work |