**Teacher Name: Kyle Mahalick Subject: American Studies I Start Date(s): 05/20/19 Grade Level(s): 9**

**Building: HAHS End Dates(s): 05/24/19**

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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 war on the frontier. | Ex-plain (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. | 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 evaluate the major military turning points of the war. | Des-cribe (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. | 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 describe how the British were finally defeated. | Des-cribe (3) | Students will copy notes from a Power Point presentation. They will then be given an article regarding the end of the war in which they will read, highlight key points, and annotate. | 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 assess the impact of the American Revolution on other countries. | Analyze (3) | Students will copy notes about the topic from Power Point. They will complete a worksheet on the topic involving key historical figures from the time period. | 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 the structure and powers of the national government under the Articles of Confederation. | Des-cribe (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 Articles of Confederation. | 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): 05/20/19**

**Grade Level(s): 9 End Date(s): 05/24/19**

**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 war on the frontier. | Ex-plain (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. | 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 evaluate the major military turning points of the war. | Des-cribe (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. | 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 describe how the British were finally defeated. | Des-cribe (3) | Students will copy notes from a Power Point presentation. They will then be given an article regarding the end of the war in which they will read, highlight key points, and annotate. | 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 assess the impact of the American Revolution on other countries. | Analyze (3) | Students will copy notes about the topic from Power Point. They will complete a worksheet on the topic involving key historical figures from the time period. | 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 the structure and powers of the national government under the Articles of Confederation. | Des-cribe (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 Articles of Confederation. | 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): 05/20/19 Grade Level(s): 10**

**Building: HAHS End Dates(s): 05/24/19**

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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 role that journalists played in the Progressive Movement. | Analyze (3) | Students will copy notes from a Power Point slideshow. They will utilize the internet to research various publications that were written during this time period to expose corruption. | 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 evaluate some of the social reforms that Progressives tackled. | Analyze (3) | Students will utilize Power Point to copy notes on the subject matter. They will then complete a worksheet regarding the various reforms during the Progressive Era. | 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 evaluate the tactics women used to win passage of the Nineteenth Amendment (suffrage). | Analyze (3) | Students will copy notes on the topic from Power Point. They will utilize the textbook to read about and describe the role Susan B. Anthony and Elizabeth Cady Stanton played in the suffrage movement. | 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 discuss Theodore Roosevelt’s ideas on the role of government. | Des-cribe (3) | Students will copy notes on the subject from a Power Point slideshow. They will then utilize the internet to research Theodore Roosevelt’s policies and summarize them. | 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 how Germany rose as a world power. | Des-cribe (3) | Students will copy notes from Power Point regarding the topic. They will then complete a worksheet relating to Germany’s rise as a world power during the early 1900s. | I  S  W | -Power Point  -Notebook  -Pen/Pencil | Formative- Questioning  Summative- PDN/Exit Ticket  Student Self-Assessment- Group Work |