

	Monday	Tuesday	Wednesday	Thursday	Friday
Government	<p>Activity: We will watch a variety of media designed to reiterate chapter 2 content and give a glimpse of Chapter 3. We will discuss each segment as an informal review.</p> <p>Objective: Given visual representations of recent concepts, students will be able to articulate those concepts, as assessed by the review discussions.</p> <p>Assessment: Discussion of video content as a review of concepts.</p> <p>Standards: 1,2,3,4,5,6</p>	<p>Activity: Students will ask review questions assigned for homework. We will collaboratively answer them in order to review for the test.</p> <p>Objective: Given review time, students will demonstrate knowledge of Chapter 2 core concepts, as assessed by classroom discussion.</p> <p>Assessment: Review</p> <p>Standards: 1,2,3,4,5,6</p>	<p>Activity: Test</p> <p>Objective: Given chapter 2 activities and lessons, students will demonstrate knowledge of concepts, as assessed by the summative test.</p> <p>Assessment: Test</p> <p>Standards: 1,2,3,4,5,6</p>	<p>Activity: Students will take non-graded pre-assessment in order to gauge Constitutional knowledge. We will then discuss the fundamental principles of the document.</p> <p>Objective: Given discussion, students will see how the principles of the first two chapters are apparent in the Constitution.</p> <p>Assessment: Discussion.</p> <p>Standards: 1,2,3,4,6</p>	<p>Activity: We will read legislative sections of the Constitution and begin discussing formal amendment process.</p> <p>Objective: Given information about the legislative aspects of the Constitution students will display understanding of Congressional structure as measured by discussion.</p> <p>Assessment: Discussion.</p> <p>Standards: 1,2,3,4,6</p>
Psychology	<p>Activity: Ch. 13 Trait Perspective</p> <p>Objective: Students will conduct a two-day activity involving the trait perspective</p> <p>Assessment: Notes on trait perspective</p> <p>Standards: 1,2,3,4</p>	<p>Activity: Ch. 13 Trait Perspective</p> <p>Objective: Students will conduct a two-day activity involving the trait perspective</p> <p>Assessment: Notes on trait perspective</p> <p>Standards: 1,2,3,4</p>	<p>Activity: How to be a successful Astrologer or Palm Reader</p> <p>Objective: Students will examine a critical thinking article about reading people</p> <p>Assessment: In-Class discussion</p> <p>Standards: 1,2,3,4</p>	<p>Activity: Ch. 13 Social-Cognitive Perspective</p> <p>Objective: Students will conduct a two-day activity involving the Social-Cognitive perspective</p> <p>Assessment: Notes on trait perspective</p> <p>Standards: 1,2,3,4</p>	<p>Activity: Ch. 13 Social-Cognitive Perspective</p> <p>Objective: Students will conduct a two-day activity involving the Social-Cognitive perspective</p> <p>Assessment: Notes on trait perspective</p> <p>Standards: 1,2,3,4</p>