

Government

| Monday | Tuesday | Wednesday | Thursday | Friday |
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| <p>Activity: Students will discuss the history of the party system in America. Students will discuss this in the context of their President's party.</p> <p>Objective: Given previous research on Presidents, students will be able to identify where their party stands in history, as assessed by discussion.</p> <p>Assessment: Discussion</p> <p>Standards: 1,2,3,5</p> | <p>Activity: Research day. Students will use books as a physical resource for finding information.</p> <p>Objective: Given book resources, students will conduct good research on their selected President, as assessed by end of day findings.</p> <p>Assessment: Research activity.</p> <p>Standards: 1,2,3,4,5,6</p> | <p>Activity: We will discuss the existence of minor parties in U.S. history. Students will then research and share a current minor party, its history, and its platform.</p> <p>Objective: Given discussion of minor parties, students will be able to discuss a minor party platform, as assessed by research activity.</p> <p>Assessment: Research activity</p> <p>Standards: 1,2,3,4,5,6</p> | <p>Activity: Research Day. Students will continue to research their President, as well as writing a significant portion of their papers.</p> <p>Objective: Given previous research on Presidents, students will be finalize research and show good progress, as assessed by the status of their online documents.</p> <p>Assessment: Papers, rough</p> <p>Standards: 1,2,3,4,5,6</p> | <p>Activity: We will discuss party organization, including the various levels and the significance of each. Students will discuss their knowledge of each level.</p> <p>Objective: Given discussion of party organization, students will be able to identify political actors and sectors at various levels, as assessed by discussion.</p> <p>Assessment: Discussion</p> <p>Standards: 1,2,3,4,5,6</p> |
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