Lesson 10 - Quiz and Checks and Balances Project

by Reviewer: Donna Pearson Reviewed on: pending

Descriptive Data

Topic of Lesson
An activity to explore the unique system of Checks and Balances created by the Constitution

Grade Level
Grade 11 - Juniors

Standards

State
No standards added.

NDK-12 SS Standard 11.1.1 - Interpret, evaluate, and use various visual representations of data.

NDK-12 SS Standard 11.1.4 - Select an appropriate social studies medium form to communicate information.

Concepts/Objectives

Objectives
At the end of the lesson, students will be able to:
a) explain the checks and balances system through several examples of checks shown on a visual work created by the student.
b) identify the different check functions of the 3 branches of the US Government created by the Constitution.

Assessment

Guidelines
Pre-assessment: Quiz Feedback will assess the understanding of the base knowledge of the Convention Section needed to understand the Checks and Balances.
**Formative**

The **Study Packet** will assess the students' ability to identify the checking functions of the 3 Branches of the US Government created by the Constitution. **Informal assessment** will be made during discussion and during lecture to observe how well the concepts of the Checks are Balances System.

**Summative**

**The Checks and Balances visual artwork and presentations** by students will show their understanding of how the checks and balances system functions.

**Authentic**

**Preparation**

**Organizational & Management Steps**

Quiz (15 minutes) *with up to 5 minutes given to review Packet before Quiz*  
Quiz Feedback (5 minutes)  
Checks and Balances PP/Discussion (15-20 minutes)  
Handout of Materials and Instruction for Check/Balances Project (5 min)

**Materials**

**Materials & Resources**

Quizes  
Quiz Answer Key  
Checks and Balances Project Instructions and Grading Rubric  
Examples of Project (range of achievements)  
Checks and Balances PP  
Projector  

**United Streaming**

No resources added.

**Procedures**

**Introduction**

Have students clear desk of everything but a writing utensil and their Packets.
Tell students they will get up to 5 minutes to review their Packets and 15 minutes to finish the Quiz. Then tell students that once the first quiz is handed out that the talking stops, or they may be docked points.

Activity

Once the students finish the Convention Quiz, have the students keep out their half sheets with the answers they recorded. Then go over the Answer Key and discuss answers with the students.

After this is done, start up the projector and begin the Checks and Balanced PP, which will discuss the parts of the Constitution that create checks and balances on the different branches. Discuss examples where they work. Then discuss how the judicial check was created later on and that this will be discussed in the next Unit. Check to make sure that the parts of the Packet that were covered are answered by students.

Activity

Hand out instructions and scoring rubrics for the Checks and Balances Project. Discuss what is expected of the project and the open methods available to them to create it. Tell them that they will get one class period to work on it and that at the end of the section they will present their artwork to the class. Then present examples of the range of projects achievements, showing what constitutes an A project to a C project to a failing project. Then ask for any questions.

Conclusion

Allow students to look walk up and look at the different projects so they can get ideas for their own projects. Tell them to come to the next class with their ideas for the project, so that the teacher can check it off before they begin work on it.

Accommodations

Paraprofessional & Diverse Learners

He will receive copies of the slides from the power point. If needed, he can go to the resource room to finish the quiz and will not be timed on its completion. I will also check with him at the end of class to see if he understands the project and if he has any questions.

Blake
Blake's diagnosis consists of a central auditory processing disorder, mild sleep disorder, and Attention Deficit Disorder. In elementary school, he received A’s and B’s and in the 5th grade he received the Presidential Award for academic achievement. A 504 plan outlining modification and accommodations was written and revised every year since 3rd grade. Throughout middle school his grades were typically C’s and D’s with an occasional F. In the morning before going to school, Blake takes a time-released stimulant medication for his ADHD.

Blake’s teachers report that he does not appear to pay attention in class, but when they ask him a question, he is able to give the correct answer. They also report that he is often seen “doodling”. He is disorganized and appears to be sleepy. This is also affects his written work as he has difficulty organizing his thoughts. He frequently forgets to use his planner and does not know when assignments are due. Additionally, Blake has difficulty processing auditory information and sometimes mixes up directions. This is noticeable when there is a moderate to high level of background noise.

Socially, Blake appears to have many friends. In the fall, he runs for the cross-country team and in the winter months, he wrestles. During parent-teacher conferences, the teachers state that Blake in not turning his homework receives no credit. The work he hands in, as well as his in-class assignments and tests, scores a B or better.

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