|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | Monday (Dec. 12) | Tuesday (Dec. 13) | Wednesday (Dec. 14) | Thursday (Dec. 15) | Friday (Dec. 16) |
| ND Standard | C.6\_12.2,3 | C.6\_12.2,3 | C.6\_12.2,3 | C.6\_12.2,3 | C.6\_12.2,3 |
| Topic | Landmark cases | Review Article III/ Landmark Cases | Article III/ Landmark Cases quiz | Checks and Balances | Articles IV - VII |
| Objectives | SWBAT Describe the significance of landmark cases on American life | SWBAT Summarize provisions detailed in Article III/ Landmark Cases | SWBAT Recall knowledge from Article III/ Landmark Cases | SWBAT Compare the checks between the three branches of government | SWBAT Summarize the provisions detailed in Articles IV – VII |
| Bellringer | Draw names for presentation order | -Which Landmark case is the most impactful to American’s lives? Why? | Review | -What was something you learned about the Judicial branch of government?-What was something you learned about the landmark cases? | -What was the best check on another branch?-What was the worst check? |
| Lesson plan | Landmark Cases* Students will finish to presenting Landmark Case slideshows
* Students will fill out notetaking grid based on peer’s slideshow
* Recap landmark cases
 | Article III/ Landmark Cases Review* Answer bell ringer question as a 2-page paper
* Student’s compile notes from Article III, from the Landmark Cases, and other work done during this topic
* Students come up with a question for each provision of Article III and each Landmark Case
 | Article III/ Landmark cases Quiz* Students will take Quiz on Teams
 | Checks and Balances* Students will go through their notes and compile a list of checks and balances between the branches
* Students will finish their checks and balance flowchart
* Students will summarize the purpose of checks and balances in the government
 | Articles IV – VII* Present U.S. Constitution slideshow starting at slide 124
* Students take notes
* Students will interpret the provisions of the 4 Articles
 |