

# Unit 1: The Rule of Law

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## **Title Section**

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## **Department of Curriculum and Instruction**



**Belleville Public Schools**

**Curriculum Guide**

**Introduction to Legal Studies (BHS Law Academy)**

**Unit 1-The Rule of Law**

**Grade 9**

**Belleville Board of Education**

**56 Ralph Street**

## **Belleville, NJ 07109**

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Board Approved:

### **Unit Overview**

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This Unit introduces students to the Rule of Law in society. A historical review of the evolution of law and the principle that all people and institutions are subject to and accountable to law that is fairly applied and enforced; the principle of government by law. Students will discover that the Rule of Law is meant to protect the rights of the people and reflect the values of society. Students will recognize that rules are established to prevent chaos and encourage uniformity and tend to make things more fair. Students will analyze legislation and case law on women, racial and ethnic minorities, the LGBTQ community, and individuals with disabilities and how these groups have contributed to the American economy, politics and society. Students will assess the responses of the United States and other nations to the violations of human rights throughout history and comprehend the personal and legal responsibility that each citizen bears to fight racism and hatred whenever and wherever it happens. Students will evaluate the government response to climate change and the effects of global warming on environment.

### **Enduring Understanding**

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The principle that all people and institutions are subject to and accountable to law that is fairly applied and enforced; the principle of government by law. The Rule of Law implies that every person is subject to the law, including people who are lawmakers, law enforcement officials, and judges. The Rule of Law requires the government to exercise its power in accordance with well-established and clearly written rules, regulations, and legal principles. The Rule of Law is meant to protect the rights of the people. The Rule of Law is especially important as an influence on the economic development in the U.S. and in developing and transitional countries.

The principle that all citizens are to be treated equally under the law, with nobody getting special treatment. Rules are dictated by the values of the culture regarding what is viewed as acceptable or unacceptable for individuals in a society. In any organization, rules are established to prevent chaos and encourage uniformity. Rules also tend to make things more fair. All people have the personal and legal responsibility that each citizen bears to fight racism and hatred whenever and wherever it happens. Appreciation for the various ways women, racial and ethnic minorities, the LGBTQ community, and

individuals with disabilities have contributed to the American economy, politics and society. Recognize the responsibilities of the United States and other nations to respond to the violation of human rights that occurred during the Holocaust and other genocides. Recognize the origins of the antislavery movement and the impact of particular events, such as the Amistad decision, on the movement. Evaluate the government response to climate change and the effects of global warming on environment.

## Essential Questions

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- Why is the rule of law important?
- What is the concept of rule of law?
- Why do we need rules?
- What is the definition of law?
- Where did the rule of law originate?
- What does the rule of law mean?
- What are the principles of law?
- What are principles of rule of law?
- What is the personal and legal responsibility that each citizen bears to fight racism?
- How have women, racial and ethnic minorities, the LGBTQ community, and individuals with disabilities contributed to the American economy, politics and society?
- How have the United States and other nations responded to the violation of human rights that occurred during the Holocaust and other genocides?
- What are the origins of the antislavery movement and what has been the impact of particular events, such as the Amistad decision, on the movement?
- What is and has been the government's response to climate change and the effects of global warming on environment?

## Exit Skills

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By the end of this Unit students will be able to:

- Explain that all people and institutions are subject to and accountable to Rule of Law.
- Understand that the Rule of Law must be fairly applied and enforced.
- Explain that every person is subject to The Rule of Law including people who are lawmakers, law enforcement officials, and judges.  
Recognize that The Rule of Law requires the government to exercise its power in accordance with well established and clearly written rules, regulations, and legal principles.
- Respect the fact the The Rule of Law is meant to protect the rights of the people.
- Comprehend that The Rule of Law is especially important as an influence on the economic development in the U.S. and developing and transitional countries.  
Identify the principle that all citizens are to be treated equally under the law, with nobody getting special treatment.
- Understand that rules are dictated by the values of the culture regarding what is viewed as acceptable or unacceptable for individuals in a society. In any organization, rules are established to prevent chaos and encourage uniformity.
- Appreciate that rules also tend to make things more fair...even in school.
- Comprehend the personal and legal responsibility that each citizen bears to fight racism and hatred whenever and wherever it happens.
- Identify the various ways women, racial and ethnic minorities, the LGBTQ community, and individuals with disabilities have contributed to the American economy, politics and society.
- Discuss the responses of the United States and other nations to the violation of human rights that occurred during the Holocaust and other genocides.

- Comprehend the origins of the antislavery movement and the impact of particular events, such as the Amistad decision, on the movement.
- Evaluate the government response to climate change and the effects of global warming on environment.

## **New Jersey Student Learning Standards (NJSL-S)**

	Historical, contemporary, and emerging processes, rules, laws, and policies are modified as societies change in an effort to promote the common good and strive to protect human rights.
SOC.6.1.12.HistoryCC.2.b	Assess the importance of the intellectual origins of the Foundational Documents and assess their importance on the spread of democracy around the world (i.e., Declaration of Independence, the Constitution, and Bill of Rights).
SOC.6.1.12.HistoryUP.2.c	Explain why American ideals put forth in the Constitution have been denied to different groups of people throughout time (i.e., due process, rule of law and individual rights).  Democratic principles concerning universal human rights, concepts of equality, and the commitment to human freedom are commonly expressed in fundamental documents, values, laws, and practices.
SOC.6.1.12.CivicsDP.4.b	Analyze how ideas found in key documents contributed to demanding equality for all (i.e., the Declaration of Independence, the Seneca Falls Declaration of Sentiments and Resolutions, the Emancipation Proclamation, and the Gettysburg Address).
SOC.6.1.12.CivicsPR.10.a	Analyze how the Supreme Court has interpreted the Constitution to define and expand individual rights and use evidence to document the long-term impact of these decisions on the protection of civil and human rights.  Democratic principles concerning universal human rights, concepts of equality, and the commitment to human freedom are commonly expressed in fundamental documents, values, laws, and practices.

## **Interdisciplinary Connections**

LA.RST.11-12.1	Accurately cite strong and thorough evidence from the text to support analysis of science and technical texts, attending to precise details for explanations or descriptions.
LA.WHST.11-12.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
LA.WHST.11-12.7	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
LA.WHST.11-12.8	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.

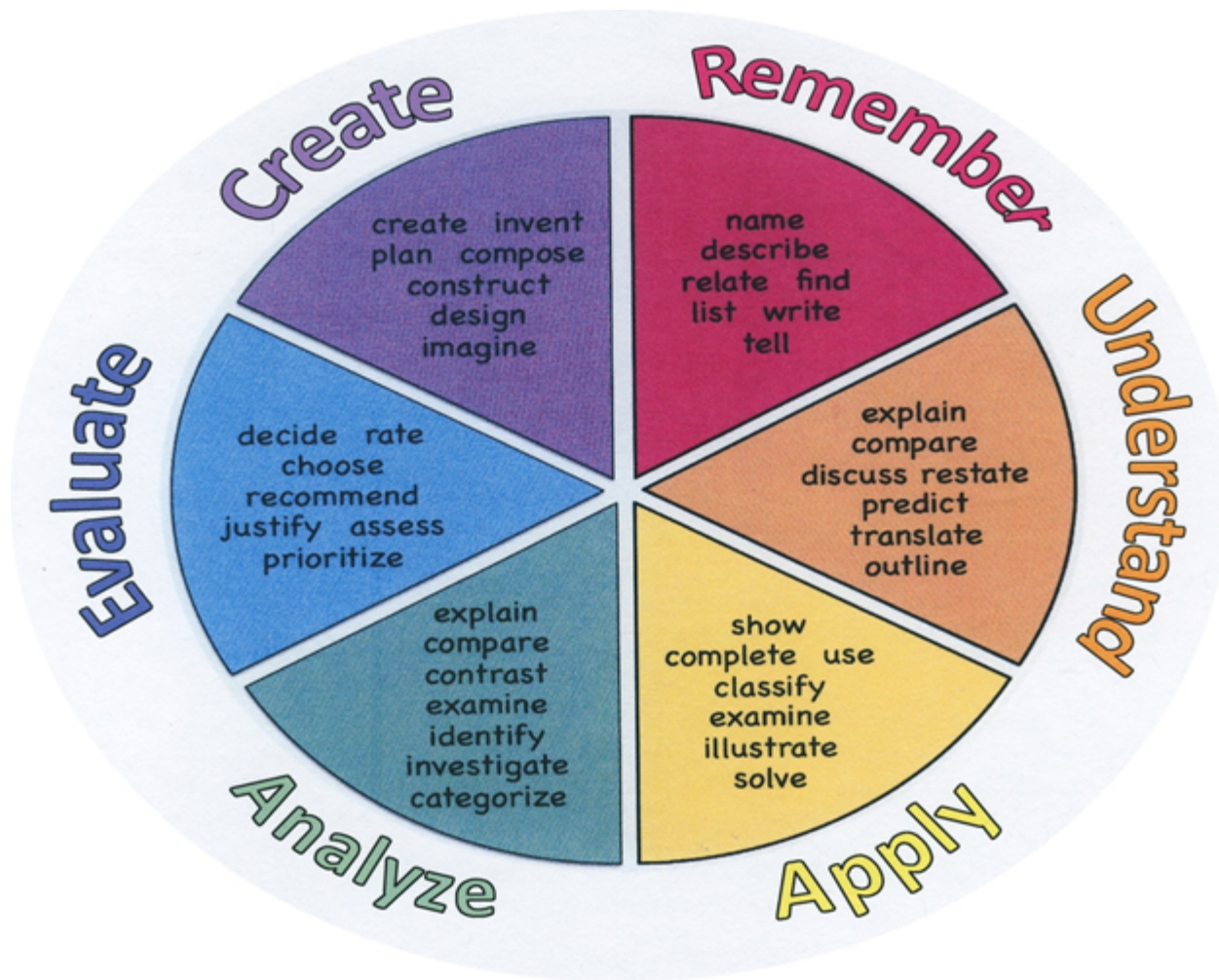
LA.WHST.11-12.9	Draw evidence from informational texts to support analysis, reflection, and research.
WRK.9.2.12.CAP.2	Develop college and career readiness skills by participating in opportunities such as structured learning experiences, apprenticeships, and dual enrollment programs.
WRK.9.2.12.CAP.3	Investigate how continuing education contributes to one's career and personal growth.
WRK.9.2.12.CAP.4	Evaluate different careers and develop various plans (e.g., costs of public, private, training schools) and timetables for achieving them, including educational/training requirements, costs, loans, and debt repayment.
WRK.9.2.12.CAP.6	Identify transferable skills in career choices and design alternative career plans based on those skills.
TECH.8.1.12.D.CS1	Advocate and practice safe, legal, and responsible use of information and technology.
TECH.9.4.12.CI.1	Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).
TECH.9.4.12.CI.2	Identify career pathways that highlight personal talents, skills, and abilities (e.g., 1.4.12prof.CR2b, 2.2.12.LF.8).
TECH.9.4.12.CI.3	Investigate new challenges and opportunities for personal growth, advancement, and transition (e.g., 2.1.12.PGD.1).
TECH.9.4.12.CT.1	Identify problem-solving strategies used in the development of an innovative product or practice (e.g., 1.1.12acc.C1b, 2.2.12.PF.3).
TECH.9.4.12.CT.2	Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12profCR3.a).
TECH.9.4.12.DC.3	Evaluate the social and economic implications of privacy in the context of safety, law, or ethics (e.g., 6.3.12.HistoryCA.1).

## Learning Objectives

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Upon completion of this Unit students will be able to;

- Explain that all people and institutions are subject to and accountable to Rule of Law.
- Recognize that the Rule of Law must be fairly applied and enforced and give examples of what happens when it is not.
- Defend the idea that every person is subject to The Rule of Law including people who are lawmakers, law enforcement officials, and judges.
- Discover that The Rule of Law requires the government to exercise its power in accordance with well established and clearly written rules, regulations, and legal principles.
- Explain that The Rule of Law is meant to protect the rights of the people.
- Discover that The Rule of Law is especially important as an influence on the economic development in the U.S. and developing and transitional countries.
- Defend the principle that all citizens are to be treated equally under the law, with nobody getting special treatment.
- Explain that rules are dictated by the values of the culture regarding what is viewed as acceptable or unacceptable for individuals in a society. In any organization, rules are established to prevent chaos and encourage uniformity.
- Recognize that rules also tend to make things more fair.



## Suggested Activities & Best Practices

- Use of the e-learning platform using web based services for classroom management and lesson delivery
- Reading and outlining text and other e-material
- Using outline templates and PowerPoint presentations to reinforce student outlines
- Teacher oriented class discussion
- Reaction Papers addressing legal topics and current event issues
- Answering Discussion Questions and Unit/Lesson assessment questions
- Legal Vocabulary Review
- Unit specific Case Study exercises such as;
  - *Liebeck v. McDonald's Corp.*
- Analyze and discuss legislation, policy making, case law, and current event issues addressing;
  - The effects of global warming on the environment
  - The political, economic, and social contributions of persons with disabilities and lesbian, gay, bisexual, and transgender people
  - The Holocaust and genocides and the personal responsibility that each citizen bears to fight racism and hatred whenever and wherever it happens

- The contributions of African-Americans to our country

## **Assessment Evidence - Checking for Understanding (CFU)**

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By identifying the Evidence of Student Learning with Checking for Understanding (CFU) techniques used during the lesson and/or for Closure (Madeline Hunter), please list the variety of means used to assess students' learning (e.g. quizzes, tests, academic prompts, observations, homework, journals).

- Students will create outlines that will be reviewed and revised based on PowerPoint Presentation and class discussion-alternate assessment
  - Checklists and Google Classroom will be used to review student work for comprehension and understanding-formative assessment
  - Reviewing Reaction Papers and observation during ensuing class discussion
  - Unit test-summative assessment
  - Create a Multimedia poster-benchmark assessment
  - Mock Trial Debate
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- Common Benchmarks
  - Compare & Contrast
  - Define
  - Describe
  - Evaluate
  - Exit Tickets
  - Explaining
  - Newspaper Headline
  - Outline
  - Quickwrite
  - Quizzes
  - Self- assessments
  - Socratic Seminar
  - Study Guide
  - Surveys
  - Teacher Observation Checklist
  - Think, Write, Pair, Share
  - Unit review/Test prep
  - Unit tests
  - Web-Based Assessments
  - Written Reports

## **Primary Resources & Materials**

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- E-Textbook: Law for Business and Personal Use

- Textbook: Paralegal Practice & Procedure
- Access to Legal periodicals such as NJSBF Legal Eagle and database resources such as Newsela, Mackin Educational Resources
- Internet access for legal research on current event issues
- Presentation tools such as a Smart T.V.
- E-Learning Platform (Student Information Systems i.e. Power School/Schoology)

## **Ancillary Resources**

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- BHS Courtroom
- BHS Law Library
- Video equipment for recording courtroom trials and activities

## **Technology Infusion**

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- Access to a cloud-based Student Information System (i.e. PowerSchool) and learning management system (i.e. Schoology)
- Presentation tools to aid in lesson delivery (i.e. Smart T.V.)
- Chromebooks for student use
- Video/Audio equipment for recording and reviewing courtroom presentations

# Win 8.1 Apps/Tools Pedagogy Wheel

Podcasts  
 Photostory 3  
 Kid Story Builder  
 Music Maker Jam  
 Paint A Story  
 Office 365  
 MS PowerPoint  
 Stack 'Em Up  
 NqSquared Numbers  
 Physamajig  
 Xylophone 8

Wikipedia  
 Skydrive  
 Lync  
 SkyMap  
 Skype  
 Office 365  
 Puzzle Touch  
 Easy QR  
 Memorylage  
 Life Moments  
 Word Cloud Maker

Where's Waldo?  
 MS Excel  
 Flipboard  
 Office 365  
 Nova Mindmapping

Ted Talks  
 Record Voice Pen



Originally taken from <http://www.coetail.com/vzimmer/files/2013/02/IPadagogy-Wheel.001.jpg>  
 And adapted for Windows 8.1 devices by Charlotte Beckhurst @CharBeckhurst

## Alignment to 21st Century Skills & Technology

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PFL.9.1.2.CR	Civic Responsibility
LA.WHST.11-12.9	Draw evidence from informational texts to support analysis, reflection, and research.
LA.WHST.11-12.10	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
WRK.9.2.12.CAP.3	Investigate how continuing education contributes to one's career and personal growth.
WRK.9.2.12.CAP.5	Assess and modify a personal plan to support current interests and post-secondary plans.
WRK.9.2.12.CAP.6	Identify transferable skills in career choices and design alternative career plans based on those skills.
TECH.9.4.12.CT.1	Identify problem-solving strategies used in the development of an innovative product or practice (e.g., 1.1.12acc.C1b, 2.2.12.PF.3).
TECH.9.4.12.CT.2	Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12profCR3.a).
TECH.9.4.12.DC.3	Evaluate the social and economic implications of privacy in the context of safety, law, or ethics (e.g., 6.3.12.HistoryCA.1).

## 21st Century Skills/Interdisciplinary Themes

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- Critical Thinking and Problem Solving
  - Communication and Collaboration
  - Information Literacy
  - Life and Career Skills
  - Creativity and Innovation
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- Communication and Collaboration
  - Creativity and Innovation
  - Critical thinking and Problem Solving
  - Information Literacy
  - Life and Career Skills
  - Media Literacy

## 21st Century Skills

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- Global Awareness
  - Civic Literacy
  - Environmental Literacy
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- Civic Literacy
  - Financial, Economic, Business and Entrepreneurial Literacy

- Global Awareness

## **Differentiation**

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Please remember: Effective educational Differentiation in a lesson lies within content, process, and/or product. Please identify the ones that will be employed in this unit.

- Students will be given additional time for completion of assignments or assessments
- Cooperative grouping to enhance and elevate student productivity during legal research projects such as mock trial hearings
- Use of visual and auditory presentations to introduce and support lesson delivery
- Use of web based resources and databases that provide structured reading levels and read aloud options

### **Differentiations:**

- Small group instruction
- Small group assignments
- Extra time to complete assignments
- Pairing oral instruction with visuals
- Repeat directions
- Study guides
- Scheduled breaks
- Rephrase written directions
- Additional time
- Preview vocabulary
- Preview content & concepts
- Behavior management plan
- Highlight text
- Student(s) work with assigned partner
- Visual presentation
- Assistive technology
- Auditory presentations
- Small group setting

### **Hi-Prep Differentiations:**

- Alternative formative and summative assessments
- Games and tournaments
- Group investigations
- Guided Reading
- Independent research and projects
- Leveled rubrics
- Multiple texts
- Project-based learning
- Problem-based learning
- Tiered activities/assignments
- Tiered products
- Varying organizers for instructions

### **Lo-Prep Differentiations**

- Exploration by interest
- Flexible grouping

- Goal setting with students
- Jigsaw
- Mini workshops to re-teach or extend skills
- Open-ended activities
- Varied supplemental materials

#### Differentiations:

- Small group instruction
- Small group assignments
- Extra time to complete assignments
- Pairing oral instruction with visuals
- Repeat directions
- Use manipulatives
- Center-based instruction
- Token economy
- Study guides
- Teacher reads assessments allowed
- Scheduled breaks
- Rephrase written directions
- Multisensory approaches
- Additional time
- Preview vocabulary
- Preview content & concepts
- Story guides
- Behavior management plan
- Highlight text
- Student(s) work with assigned partner
- Visual presentation
- Assistive technology
- Auditory presentations
- Large print edition
- Dictation to scribe
- Small group setting

#### Hi-Prep Differentiations:

- Alternative formative and summative assessments
- Choice boards
- Games and tournaments
- Group investigations

- Guided Reading
- Independent research and projects
- Interest groups
- Learning contracts
- Leveled rubrics
- Literature circles
- Multiple intelligence options
- Multiple texts
- Personal agendas
- Project-based learning
- Problem-based learning
- Stations/centers
- Think-Tac-Toes
- Tiered activities/assignments
- Tiered products
- Varying organizers for instructions

### Lo-Prep Differentiations

- Choice of books or activities
- Cubing activities
- Exploration by interest
- Flexible grouping
- Goal setting with students
- Jigsaw
- Mini workshops to re-teach or extend skills
- Open-ended activities
- Think-Pair-Share
- Reading buddies
- Varied journal prompts
- Varied supplemental materials

### **Special Education Learning (IEP's & 504's)**

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Please identify the **Special Education Learning** adaptations that will be employed in the unit, using the ones identified below.

- Students will work in cooperative groups to prepare Unit outline
- Students will use Unit outline to complete Unit assignments and assessments

- Students will work cooperatively to resolve legal disputes using Legal Reasoning problem solving skills
  - Provide modifications as dictated in the student's IEP/504 plan
  - Additional time for skill mastery
  - Preview of content
  - Behavior management plan
  - Student working with assigned partner
  - Modified test length
  - Modified assignment format
  - Assistive technology
  - Check work frequently for understanding
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- printed copy of board work/notes provided
  - additional time for skill mastery
  - assistive technology
  - check work frequently for understanding
  - computer or electronic device utilizes
  - extended time on tests/ quizzes
  - highlighted text visual presentation
  - modified assignment format
  - modified test content
  - modified test format
  - modified test length
  - multi-sensory presentation
  - multiple test sessions
  - preferential seating
  - preview of content, concepts, and vocabulary
  - Provide modifications as dictated in the student's IEP/504 plan
  - reduced/shortened reading assignments
  - Reduced/shortened written assignments
  - shortened assignments
  - student working with an assigned partner
  - Use open book, study guides, test prototypes

## **English Language Learning (ELL)**

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- Students will work with a peer tutor on Unit assignments and assessments
  - Assignments will be modified to enable students to focus on selected objectives such as legal vocabulary by providing a glossary
  - Providing study guides
  - Using word processing, spell check and grammar check features
  - Modifying tests and assignments
- 
- teaching key aspects of a topic. Eliminate nonessential information

- using videos, illustrations, pictures, and drawings to explain or clarify
- allowing products (projects, timelines, demonstrations, models, drawings, dioramas, poster boards, charts, graphs, slide shows, videos, etc.) to demonstrate student's learning;
- allowing students to correct errors (looking for understanding)
- allowing the use of note cards or open-book during testing
- decreasing the amount of work presented or required
- modifying tests to reflect selected objectives
- providing study guides
- reducing or omitting lengthy outside reading assignments
- tutoring by peers
- using computer word processing spell check and grammar check features
- using true/false, matching, or fill in the blank tests in lieu of essay tests

## **At Risk**

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- Students will be provided with Unit PowerPoint study guide
  - Students will be allowed to use study guide/outline on Unit assessments
  - Modifying tests and assignments
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- allowing students to correct errors (looking for understanding)
  - teaching key aspects of a topic. Eliminate nonessential information
  - allowing products (projects, timelines, demonstrations, models, drawings, dioramas, poster boards, charts, graphs, slide shows, videos, etc.) to demonstrate student's learning
  - allowing students to select from given choices
  - allowing the use of note cards or open-book during testing
  - collaborating (general education teacher and specialist) to modify vocabulary, omit or modify items to reflect objectives for the student, eliminate sections of the test, and determine how the grade will be determined prior to giving the test.
  - decreasing the amount of work presented or required
  - marking students' correct and acceptable work, not the mistakes
  - modifying tests to reflect selected objectives
  - providing study guides
  - reducing or omitting lengthy outside reading assignments
  - tutoring by peers
  - using authentic assessments with real-life problem-solving
  - using true/false, matching, or fill in the blank tests in lieu of essay tests
  - using videos, illustrations, pictures, and drawings to explain or clarify

## **Talented and Gifted Learning (T&G)**

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- Students will use Legal Reasoning problem solving skills to resolve legal disputes
- Demonstrate self-directed learning, thinking, research, and communication skills
- Look for extension ideas that challenge the student to delve deeper into the subject

- Students will identify current legal issues and debate both in favor of and opposed to the issue.
  - Students will lead threaded discussions on various legal topics
  - Students will work in groups to represent each side of legal dispute and present arguments to student jurors
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- Advanced problem-solving
  - Allow students to work at a faster pace
  - Cluster grouping
  - Complete activities aligned with above grade level text using Benchmark results
  - Create a plan to solve an issue presented in the class or in a text
  - Debate issues with research to support arguments
  - Higher order, critical & creative thinking skills, and discovery
  - Multi-disciplinary unit and/or project
  - Teacher-selected instructional strategies that are focused to provide challenge, engagement, and growth opportunities
  - Utilize project-based learning for greater depth of knowledge

## Sample Lesson

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### Unit Name:

Unit 1 The Rule of Law

### NJSLS:

See Standards Listed Below

### Interdisciplinary Connection:

Critical Thinking

Problem Solving

Reading- Informative text/vocabulary

Writing-analysis/evaluation

### Statement of Objective:

SWDAT Explain that all people and institutions are subject to and accountable to Rule of Law **by** explaining the stages in the evolution of the rule of law and distinguishing each stage. Students will complete the assignment with a rubric score of 9 out of 10.

### Anticipatory Set/Do Now:

## Answer Ch. 1-1 Discussion

### **Learning Activity:**

T/O class discussion/PPT; Read and Outline Ch. 1-1

### **Student Assessment/CFU's:**

Student responses during class discussion

Students will create outlines that will be reviewed and revised based on PowerPoint Presentation and class discussions-Alternate assessment

Checklists and the E-learning platform will be used to review student work for comprehension and understanding

Unit test-Summative Assessment

Evaluation rubrics for writing, oral presentations-Formative Assessment

Engage in Mock Trial debate of current event legal issues-Benchmark Assessment

### **Materials:**

E-Textbook

E-Learning Platform (Student Information System, i.e. Power School/Schoology)

Presentation tools to aid lesson delivery (i.e. Smart TV, PowerPoint)

Lap-Tops for students

### **21st Century Themes and Skills:**

Civic Literacy

Financial, Economic, Business and Entrepreneurial Literacy

### **Differentiation:**

Students will be given additional time for completion of assignments or assessments

Cooperative grouping to enhance and elevate student productivity during legal research projects such as mock trial hearings

Use of visual and auditory presentations to introduce and support lesson delivery

Use of web based resources and databases that provide structured reading levels and read aloud options

## Integration of Technology:

Presentation tools to aid lesson delivery (i.e. Smart TV, PowerPoint)

E-learning platform

LA.RH.11-12.3	Evaluate various perspectives for actions or events; determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.
LA.RH.11-12.4	Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g., how Madison defines faction in Federalist No. 10).
SOC.6.1.12.HistoryCC.2.b	Assess the importance of the intellectual origins of the Foundational Documents and assess their importance on the spread of democracy around the world (i.e., Declaration of Independence, the Constitution, and Bill of Rights).
SOC.6.1.12.HistoryUP.2.c	Explain why American ideals put forth in the Constitution have been denied to different groups of people throughout time (i.e., due process, rule of law and individual rights).
TECH.9.4.12.CT.2	Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12profCR3.a).