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Belleville Public Schools

Curriculum Guide

Introduction to Legal Studies

Unit 1 The Rule of Law

Belleville Board of Education

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Unit Overview

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.

Enduring Understanding

- 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.

Essential Questions

- 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?

Exit Skills

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.
- Expalin 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.

New Jersey Student Learning Standards (NJSLS-S)

9.3.LW.1	Analyze the nature and scope of the Law, Public Safety, Corrections & Security Career Cluster and the role law, public safety, corrections and security play in society and the economy.
9.3.LW.2	Formulate ideas, proposals and solutions to ensure effective and efficient delivery of law, public safety, corrections and/or security services.
9.3.LW-LEG.6	Use legal terminology to communicate within the legal services community.
9.3.LW-SEC.5	Analyze the impact of federal, state and local laws on the security and protective services field.
SOC.6.1.12.A.14.b	Analyze how the Supreme Court has interpreted the Constitution to define the rights of the individual, and evaluate the impact on public policies.
SOC.6.1.12.A.14.h	Assess the effectiveness of government policies in balancing the rights of the individual against the need for national security.

Interdisciplinary Connections

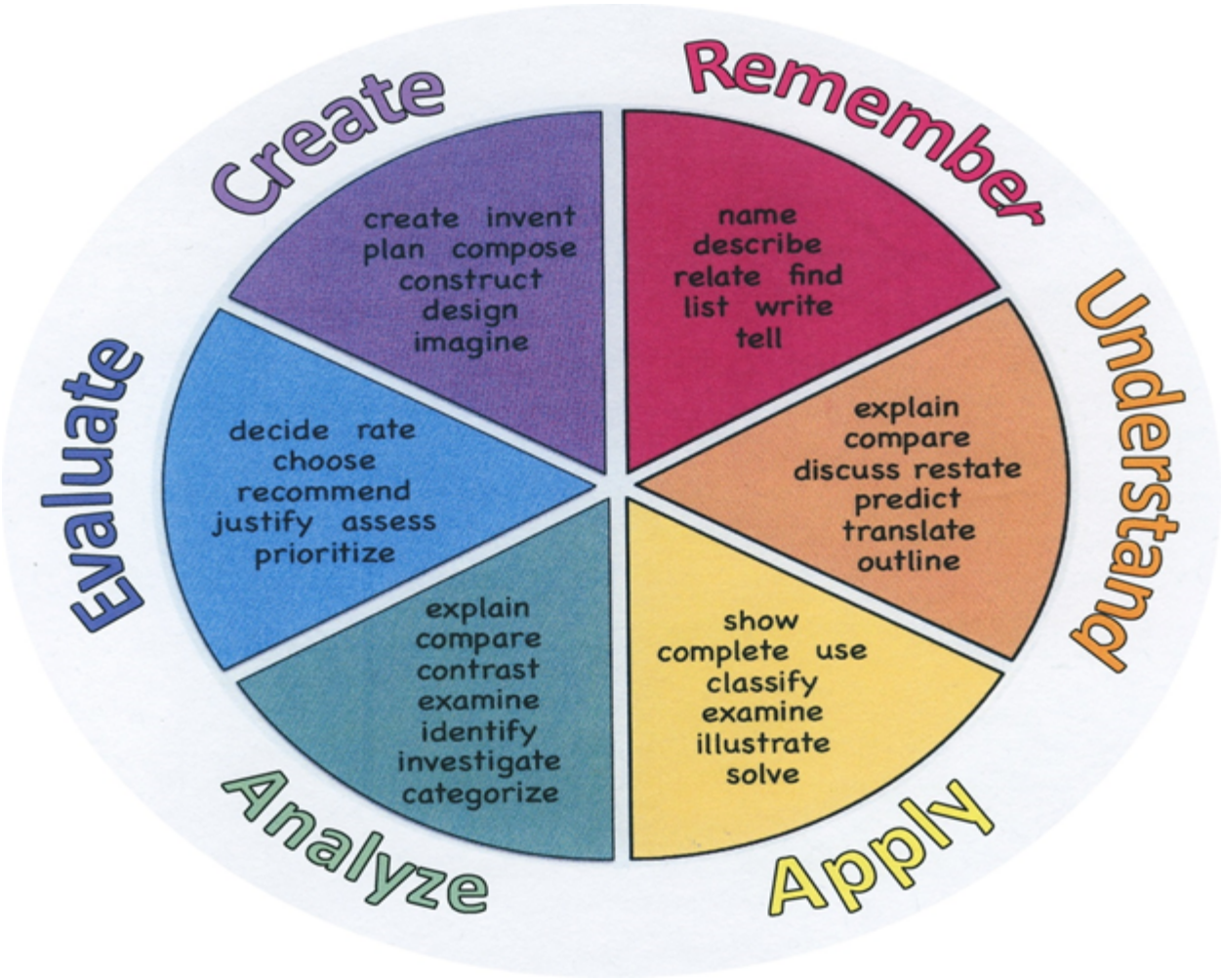
LA.RST.11-12.1	Accurately cite strong and thorough evidence from the text to support analysis of science and technical texts, attending to precise details for explanations or descriptions.
LA.WHST.11-12.4	Produce clear and coherent writing in which the development, organization, and style are appropriate 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.
CRP.K-12.CRP1.1	Career-ready individuals understand the obligations and responsibilities of being a member of a community, and they demonstrate this understanding every day through their interactions with others. They are conscientious of the impacts of their decisions on others and the environment around them. They think about the near-term and long-term consequences of their actions and seek to act in ways that contribute to the betterment of their teams, families, community and workplace. They are reliable and consistent in going

	beyond the minimum expectation and in participating in activities that serve the greater good.
TECH.8.1.12.D.CS1	Advocate and practice safe, legal, and responsible use of information and technology.
TECH.8.1.12.E.CS2	Locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media.

Learning Objectives

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 ir 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

- Reading and outlining text
- Teacher oriented class discussion
- Use of PowerPoint to reinforce outlines
- Reaction Papers/Current event issues
- Answering Discussion Questions
- Use of e-learning platform (Google Classroom) to extend learning environment beyond classroom.
- Vocabulary
- Use of Case Studies
- Role play/Mock Trial Projects

Assessment Evidence - Checking for Understanding (CFU)

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 access 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 Multiedia poster-benchmark assessment

- 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

- Textbook
- internet
- PowerPoint Software
- E-Learning Platform (Google Classroom)
- Smart T.V.

- Mock Trial Resources

Ancillary Resources

- Research Materials
- Courtroom
- Video/Audio equipment for recording Courtroom Presentations

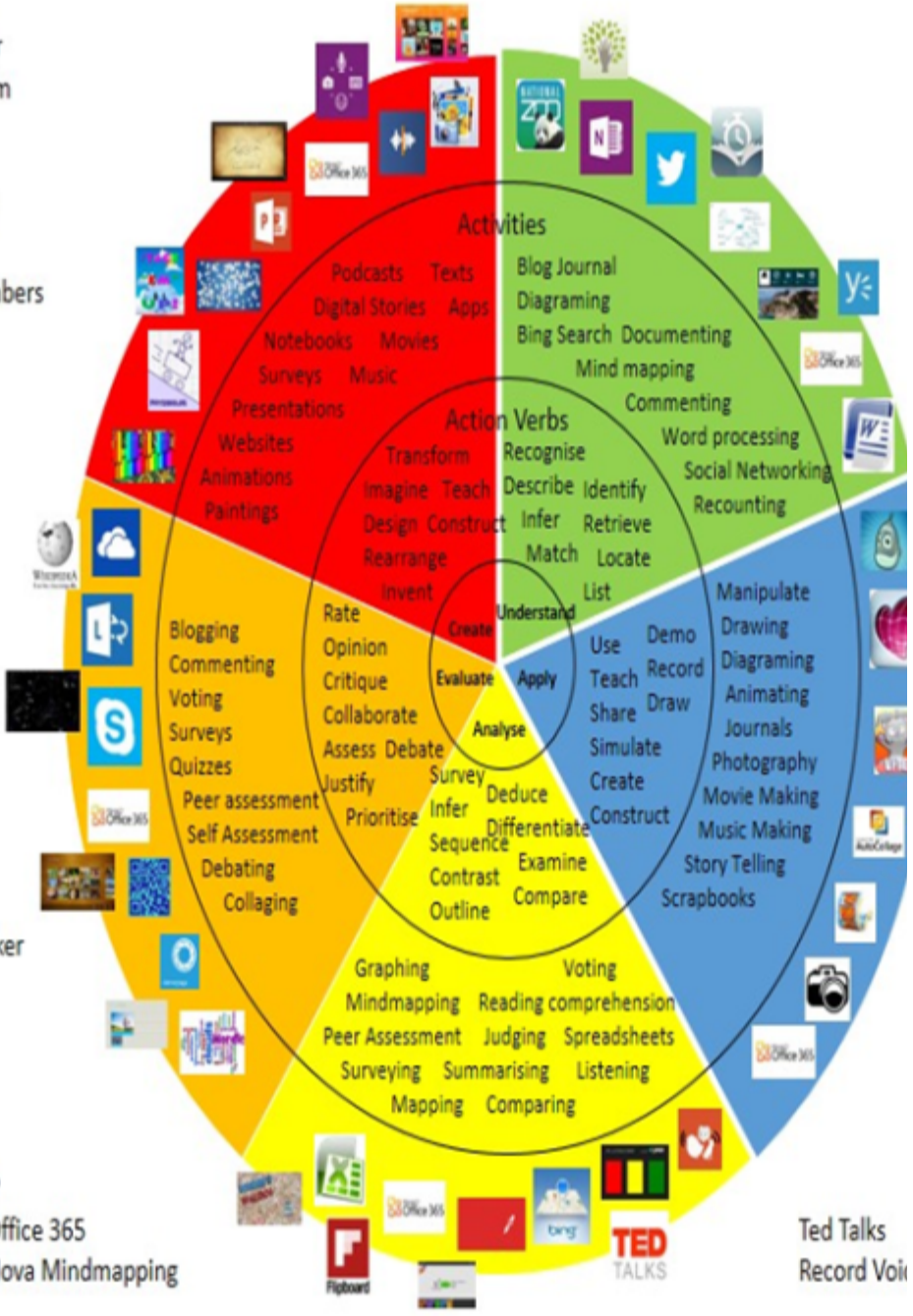
Technology Infusion

- Internet research on the origin of the Rule of Law
- PowerPoint presentations used for lesson delivery
- Smart T.V.
- E-Learning Platform (Google Classroom)
- Video/Audio equipment for recording and reviewing courtroom presentations
- Internet research of current event legal topics
- PowerPoint presentations
- Use of E-Learning Platform (Google Classroom) for classwork/homework and unit based projects

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 Voi

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

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Alignment to 21st Century Skills & Technology

CRP.K-12.CRP1.1	Career-ready individuals understand the obligations and responsibilities of being a member of a community, and they demonstrate this understanding every day through their interactions with others. They are conscientious of the impacts of their decisions on others and the environment around them. They think about the near-term and long-term consequences of their actions and seek to act in ways that contribute to the betterment of their teams, families, community and workplace. They are reliable and consistent in going beyond the minimum expectation and in participating in activities that serve the greater good.
CRP.K-12.CRP2.1	Career-ready individuals readily access and use the knowledge and skills acquired through experience and education to be more productive. They make connections between abstract concepts with real-world applications, and they make correct insights about when it is appropriate to apply the use of an academic skill in a workplace situation.
CRP.K-12.CRP12.1	Career-ready individuals positively contribute to every team, whether formal or informal. They apply an awareness of cultural difference to avoid barriers to productive and positive interaction. They find ways to increase the engagement and contribution of all team members. They plan and facilitate effective team meetings.
TECH.8.1.12.D	Digital Citizenship: Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior.
TECH.8.1.12.D.4	Research and understand the positive and negative impact of one’s digital footprint.
TECH.8.1.12.D.CS1	Advocate and practice safe, legal, and responsible use of information and technology.
TECH.8.1.12.D.CS2	Demonstrate personal responsibility for lifelong learning.

21st Century Skills/Interdisciplinary Themes

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

21st Century Skills

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

Differentiation

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

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)

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

- 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)

- teaching key aspects of a topic. Eliminate nonessential information
- using videos, illustrations, pictures, and drawings to explain or clarif
- 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 workpresented 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

- 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 workpresented 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)

- 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

Unit Name:

- Unit 1 The Rule of Law

NJSLS:

- See Link 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:

- See Link Below

Materials:

- Textbook
- Internet
- PowerPoint
- Lap-Tops

21st Century Themes and Skills:

- See Link Below

Differentiation:

- See Link Below

Integration of Technology:

- PowerPoint
- Internet
- Google Classroom
- Class Webpage