



## LAWS AND POLICY (9-12)

**OBJECTIVES:** Students will be able to understand how rule of law applies to their daily life. Students will be able to understand the district level departments that may need to be involved in SPB.

### STANDARDS:

- **SP4** Thinking within the discipline involves the ability to analyze relationships among causes and effects and to create and support arguments using relevant evidence.
- **C3** An understanding of civic and political institutions in society and the principles these institutions are intended to reflect including knowledge about law, politics, and government are essential to effective citizenship.
- **HS.C3.4** Analyze the impact of constitutions, laws, treaties, charters, and agreements on the maintenance of international order.

**CIVICS EXAM QUESTION:** What is the “rule of law”? A: Everyone must follow the law.

**TIMELINE:** This lesson best fits just prior to the proposal development phase; it shows students any limits that may be placed on projects.

**APPROXIMATE LESSON LENGTH:** 60-90 mins

### SUPPORTING MATERIAL:

- [The Supreme Law of the Land Video](#)

**VOCABULARY:** Constitution, Policy

### INSTRUCTIONS:

#### 1. Engage

- Think-Pair-Share: Ask students to create a list of organizations/people that create rules in their lives (e.g. parents, administrators, law enforcement, etc.).
- Under each group, students will list a few rules/laws that are created by each group. (This could be done using a concept map/Thinking Map and drawn out on chart paper).
- Ask students to number each organization/person creating rules in order of greatest authority (1 being the most authority).

- Think-Pair-Share: Ask students to think about this at a national level with city, states, and national governments. Who has the greatest authority and how do we know that?
- Watch [The Supreme Law of the Land](#) Video
  - Reflect with the students on what the Supreme Law of the Land in the United States is?
  - Ask students why this might be important when states plan to do new projects.

## 2. Explore

---

- Explain to the students that, like how city, states, and national governments work under the Constitution, school sites must follow rules in relationship with district and city policies.
- Have students explore the different departments at the district level that have influence on school projects. A simple graphic organizer will help students document what that department does, who runs it, and policies they overlook.
  - E.g. Business Services, Curriculum and Instruction, Federal Programs, Food & Nutrition, Health Services, Purchasing, Support Services, Technology, Transportation, etc.
  - Wi-Fi limitations, student personal information, fire lanes, federal nutrition laws, etc.

## 3. Explain

---

- Have students share what they found for each department and how that might impact their project proposals.

## 4. Elaborate

---

- **Case Study Analysis:**
  - **Prompt:** Provide a hypothetical scenario where a school wants to implement a new project (e.g., installing a new playground, starting a school garden, etc.).
  - Have students analyze which departments need to be involved and what rules or policies might affect the project.
  - Discuss potential challenges and solutions.

### FORMATIVE ASSESSMENT OR ARTIFACT:

- **Artifact:** Concept maps to show student thinking and learning, and the final product of the list policies.
- **Assessment:** The students will be able to answer the question regarding the rule of law on the Arizona civics exam.

### EXTENSION ACTIVITIES:

- Guest Speaker:
  - Arrange: Invite a school administrator or district official to talk about how they handle project proposals and the importance of following various rules and policies.
  - Q&A Session: Allow students to ask questions about real-life examples and the decision-making process.