

Instructor:	Brian Halberg
School:	Franklin H.S.
School year:	2019-2020

Course title:	Law & Your Rights
Grade level(s):	9, 10, 11, 12

Course description:

This course is an introduction to the United States legal system and how it works. We will explore the foundations of law, legal analysis, criminal law, criminal procedure, civil law (torts, contract, business law, family law, etc.), and the Constitution. These areas will be discussed through the examination of actual and hypothetical situations which highlight both positive and negative elements of our legal system. We will also use current events in our analysis of the legal system. Students will also have an opportunity to meet with members of the legal system, and should develop a working understanding of their rights and responsibilities under the law.

Prerequisites:

There are no prerequisites for this course.

Standards and final proficiencies:

Cite strong and thorough textual evidence to support analysis of what the text says explicitly, as well as inferences drawn from the text. (CCSS.ELA-Literacy.RI.9-10.1)

Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem. (CCSS.ELA-Literacy.RH.11-12.7)

Schedule of topics/units covered:

- Introduction to Lawmaking and the legal system
- Criminal Law
- Civil Law
- Juvenile Justice
- Consumer and Housing law
- Individual rights and civil liberties (e.g., introduction to constitutional law, freedom of speech, freedom of the press, expression in special places, freedom of religion, due process, right to privacy, discrimination, rights and responsibilities under the law)
- Trial Phases, Rules and Procedures
- Trial Case Study and Simulation

Academic vocabulary:

Students will learn fundamental law vocabulary in the areas of civil and criminal law; use appropriate legal language in developing case briefs and materials for the trial and their role within the trial; and understand the judicial system and correct terms within the circuit, district, state, appellate, and national court systems.

District adopted materials:

We the People: The Citizen and the Constitution, Level 2
Street Law Textbook (2016 edition)

Supplemental resources:

Various additional readings and resources will be provided and drawn principally from teacher created materials and the following:

Classroom Law Project
StreetLaw.org
Bill of Rights Institute
American Bar Association

Differentiation/accessibility strategies and support (TAG, ELL, SpEd, other):

The differentiation strategies used in this course are based on the evidence (data) received through multiple forms of pre, ongoing, and formative assessments.

Strategies and support will be continuously monitored and revised based on ongoing consultation with appropriate team members throughout the academic year.

Described here are the types of assessments used and specific differentiation strategies in place to meet the needs of ALL learners (including TAG, ESL, Special Ed...)

All IEP and 504 accommodations and will be strictly adhered to.

SIOP Strategies

Flexible grouping

Questioning strategies

Think-pair-share

Varied graphic organizers to support learning

Making connections

Research extensions

Jigsaw Reading

Modeling

Career-related learning experiences (CRLEs):

- Field trips
- Guest speakers
- Project-based Learning
- All students will have an opportunity to tour and sit in on legal proceedings. Attorneys, police officers, judges and a variety of other community members who work in the legal and advocacy system will be invited to speak in our classroom.

ODE Essential Skills and related Work Samples:

- Read and comprehend a variety of text *Assessments used to assess this Essential Skill:*
Formative assessments such as class discussion, journal responses.
Summative assessment such as quizzes, short answer responses, and tests.
- Write clearly and accurately *Assessments used to assess this Essential Skill:*
Accuracy and clarity in writing will be assessed via case studies, and research assignments
- Listen actively and speak clearly *Assessments used to assess this Essential Skill:*
Active and clear listening will be assessed via in-class discussions, Mock Trial simulations and case studies.
- Think critically and analytically *Assessments used to assess this Essential Skill:*
Critical and analytical thinking will be assessed through an ongoing study of the American court system and current legal issues before the U.S. Supreme Court.
- Personal management and teamwork *Assessments used to assess this Essential Skill:*
Personal management and teamwork will be assessed via daily working in learning groups, development of class and trial/court documents and analysis of materials in a small and large group setting.
- Use technology *Assessments used to assess this Essential Skill:*
Technology skill growth will be assessed via research assignments that require the use of databases and online e-book materials and use of a mobile device for positive academic support.
- Civic and Community Engagement *Assessments used to assess this Essential Skill:*
Civic and community engagement will be assessed via responses to classroom speakers, reflections on courthouse trips. Goal-setting on public service and the rights and responsibilities of citizens will begin the year and be evaluated throughout the course.

Assessment/evaluation/grading policy:

All evaluation and grading will follow IEP and 504 required modifications and accommodations.

Grading Scale will be:

90% and above A

80-89% B

70-79% C

60-69% D

59% and below F

Unexcused late work will be accepted for up to two weeks with a penalty of 10%.

More than two weeks after the end of the unit, late work will be accepted with instructor approval.

Students may meet following any assessment to discuss instructor approval for a re-take.

Behavioral expectations:

Students are expected to be on-time to class, Franklin S.T.R.O.N.G. and ready to learn. Students are expected to follow district guidelines and policies as outlined in the 2019-2020 student handbook.

If problems come up as a result of a disregard for the behavioral expectations, these are the steps that will be taken:

1. Warning
2. Teacher/Student Conference (private)
3. Parent Contact
4. Written Referral to Student Climate Dean
5. A conference with the student/parent/dean and as necessary, school administrator

Safety issues and requirements:

Students are expected to follow Franklin and PPS guidelines in class as it pertains to school safety and on any and all field trips during the school year.