

Law Studies/Street Law

Trimester 3 – Spring, 2017

Grades 11 & 12

Credit Value - .5

Law Studies/Street Law provides practical information and problem-solving opportunities to help students develop the knowledge and skills necessary to understand our legal system and our government. Street Law focuses on the core civics concepts of the rights and duties of citizens within our various levels of government. Class activities include case studies, role-plays, small group exercises, and document analysis. Students will have the opportunity to interact with experts such as judges, lawyers, police officers, elected representatives, and consumer advocates from the community.

Teacher: Mr. Paulic

Room: 202

Instructional Access Hours: 8:00AM - 8:30AM on Tu or Th; 3:05PM - 3:35PM on We; or by appointment.

Prep period: 2nd pd

Contact: paulic@4j.lane.edu

Website: Find my link under 'Social Studies' near the bottom of SEHS website. Look for Street Law link on right side of page. Daily summaries will be posted.



Teaching Strategies

- Critical reading and writing strategies
- Discourse - Philosophical Chairs & Socratic Seminars
- Direct instruction - Power Point lecture on major themes
- Direct contact with policy makers through class guests and/or a class field trip
- Authentic writing through advocacy to elected officials and/or to media outlets
- Class simulations

Instructional Materials

Textbook: 'Street Law: A Course in Practical Law.' Other materials will include: primary sources (case studies, court documents, proposed bills and laws) videos, graphs, and charts.

Information of help to all students will be posted on my webpage. Use it regularly, particularly when absent.

Video Series: Peter Sagal's 4-part series, 'Constitution, U.S.A.,'

Expectations for Students

In addition to guidelines set in the Student Handbook, students are expected to:

- Be respectful
- Keep a 3-ring binder with sections for class notes, written work and handouts, and bring it to class everyday along with other necessary materials (pens, pencils, paper, etc.)
- Complete all assignments neatly and on time. Late work is accepted for excused absences without penalty. Unexcused late work is accepted *at teacher's discretion* for partial credit. If absent for a quiz or test, it's the student's responsibility to schedule a time with me on the day of your return to make it up before or after school within 2 days of your absence unless otherwise negotiated.
- Be in class on time for the entire period unless excused. Attendance & participation are main keys to academic success. Use the restroom and your cell phones between classes & during lunch. Students are held accountable to the attendance guidelines described in the parent/student handbook.
- Stow all electronic goods during class. Devices such as ipods, cell phones, latte machines, etc. **must be turned off and kept out of sight** in the classroom during the entire class period. If used in class without permission, these devices will be confiscated & kept until the end of the *next period* or turned over to an administrator. In cases of chronic disregard for this rule, the device will be turned over to a parent at the parent's convenience.

Appropriate accommodations will be made for students on IEP & 504 plans.

Grading

Grades will be based on this *approximate* scale:

- 50-60%: Tests & quizzes. Expect 2 tests and weekly quizzes.
- 15%-20%: Participation in group discussion activities - Socratic Circles, Philosophical Chairs, etc.
- 15%-20%: Research project. We'll have one research project with a class presentation.
- 10-15%: Participation - You can only participate when you're in class. Chronic tardiness & unexcused absences will be reflected in a low participation grade.

Grade scale: A = 90% & above; B = 80% to 89.9%; C = 70% to 79.9%; D = 60% to 69.9%; F = below 60%

Units of Study

- Citizenship & immigration
- Federal system of government
- Introduction to the law & the legal system
- Criminal law & juvenile justice
- Individual rights & liberties
- Consumer, housing, & family law

Planned Field Trip

On Thursday, May 4, we'll take an all-morning field trip to the Wayne Morse Federal Courthouse in Eugene to meet with federal judges, law clerks, and the federal marshals who secure the building.

Keep this copy in your binder or at home.

Law Studies/Street Law

Trimester 3 – Spring, 2017

Grades 11 & 12

Credit Value - .5

Law Studies/Street Law provides practical information and problem-solving opportunities to help students develop the knowledge and skills necessary to understand our legal system and our government. Street Law focuses on the core civics concepts of the rights and duties of citizens within our various levels of government. Class activities include case studies, role-plays, small group exercises, and document analysis. Students will have the opportunity to interact with experts such as judges, lawyers, police officers, elected representatives, and consumer advocates from the community.

Teacher: Mr. Paulic

Room: 202

Instructional Access Hours: 8:00AM - 8:30AM on Tu or Th; 3:05PM - 3:35PM on We; or by appointment.

Prep period: 2nd pd

Contact: paulic@4j.lane.edu

Website: Find my link under 'Social Studies' near the bottom of SEHS website. Look for Street Law link on right side of page. Daily summaries will be posted.



Teaching Strategies

- Critical reading and writing strategies
- Discourse - Philosophical Chairs & Socratic Seminars
- Direct instruction - Power Point lecture on major themes
- Direct contact with policy makers through class guests and/or a class field trip
- Authentic writing through advocacy to elected officials and/or to media outlets
- Class simulations

Instructional Materials

Textbook: 'Street Law: A Course in Practical Law.' Other materials will include: primary sources (case studies, court documents, proposed bills and laws) videos, graphs, and charts.

Information of help to all students will be posted on my webpage. Use it regularly, particularly when absent.

Video Series: Peter Sagal's 4-part series, 'Constitution, U.S.A.,'

Expectations for Students

In addition to guidelines set in the Student Handbook, students are expected to:

- Be respectful
- Keep a 3-ring binder with sections for class notes, written work and handouts, and bring it to class everyday along with other necessary materials (pens, pencils, paper, etc.)
- Complete all assignments neatly and on time. Late work is accepted for excused absences without penalty. Unexcused late work is accepted *at teacher's discretion* for partial credit. If absent for a quiz or test, it's the student's responsibility to schedule a time with me on the day of your return to make it up before or after school within 2 days of your absence unless otherwise negotiated.
- Be in class on time for the entire period unless excused. Attendance & participation are main keys to academic success. Use the restroom and your cell phones between classes & during lunch. Students are held accountable to the attendance guidelines described in the parent/student handbook.
- Stow all electronic goods during class. Devices such as ipods, cell phones, latte machines, etc. **must be turned off and kept out of sight** in the classroom during the entire class period. If used in class without permission, these devices will be confiscated & kept until the end of the *next period* or turned over to an administrator. In cases of chronic disregard for this rule, the device will be turned over to a parent at the parent's convenience.

Appropriate accommodations will be made for students on IEP & 504 plans.

Grading

Grades will be based on this *approximate* scale:

- 50-60%: Tests & quizzes. Expect 2 tests and weekly quizzes.
- 15%-20%: Participation in group discussion activities - Socratic Circles, Philosophical Chairs, etc.
- 15%-20%: Research project. We'll have one research project with a class presentation.
- 10-15%: Participation - You can only participate when you're in class. Chronic tardiness & unexcused absences will be reflected in a low participation grade.

Grade scale: A = 90% & above; B = 80% to 89.9%; C = 70% to 79.9%; D = 60% to 69.9%; F = below 60%

Units of Study

- Citizenship & immigration
- Federal system of government
- Introduction to the law & the legal system
- Criminal law & juvenile justice
- Individual rights & liberties
- Consumer, housing, & family law

Planned Field Trip

On Thursday, May 4, we'll take an all-morning field trip to the Wayne Morse Federal Courthouse in Eugene to meet with federal judges, law clerks, and the federal marshals who secure the building.

Sign below to indicate that you have read the syllabus, understand the guidelines, and agree to abide by all expectations of this class.

Student Signature _____

Student Name _____ **Pd.** _____

(Please print)

Class Period _____

Return this copy to Mr. Paulic

State Content Standards Addressed:

CCG: Understand participatory responsibilities of citizens in the community (voluntarism) and in the political process (becoming informed about public issues and candidates, joining political parties/interest groups/associations, communicating with public officials, voting, influencing lawmaking through such processes as petitions/initiatives).

SS.CM.CG.05 Understand the civic responsibilities of U.S. citizens and how they are met.

SS.CM.CG.05.01 Identify the responsibilities of citizens in the United States and understand what an individual can do to meet these responsibilities.

CCG: Understand the origins, purposes, and functions of U.S. government, including the structure and meaning of the U.S. Constitution.

SS.CM.CG.01 Understand the purpose of laws and government, provisions to limit power, and the ability to meet changing needs as essential ideas of the Constitution.

SS.CM.CG.01.02 Understand the concept of judicial review as a means of resolving conflict over the interpretation of the Constitution and the actions of government.

CCG: Understand the roles of the 3 branches of government and explain how their powers are distributed and shared.

SS.CM.CG.03 Understand how the branches of government have powers and limitations.

SS.CM.CG.03.01 Understand how laws are developed and applied to provide order, set limits, protect basic rights, and promote the common good.

SS.CM.CG.03.02 Understand the process by which laws are developed at the federal level, and key differences between how laws are developed at the federal level and in Oregon.

CCG: Understand the organization, responsibilities, & interrelationships of local, state, & federal govts in the U.S.

SS.CM.CG.02.01 Understand the primary function of federal, state, and local levels of government and how the actions of one influence the workings of the others.

SS.CM.CG.02.02 Understand how federalism creates shared and reserved powers at each level of government.

CCG: Understand personal and political rights of citizens in the United States.

SS.CM.CG.04 Understand the role of the courts and of the law in protecting the rights of U.S. citizens.

SS.CM.CG.04.01 Understand how the Bill of Rights offers protection of individual rights and how rights are limited for the benefit of the common good.

SS.CM.CG.04.02 Understand the role of due process in the protection of individuals.

CCG: Understand how government is influenced and changed by support and dissent of individuals, groups, and international organizations.

SS.CM.CG.06 Understand how government policies and decisions have been influenced and changed by individuals, groups, and international organizations.

SS.CM.CG.06.01 Understand how U.S. political parties have influenced government policy and decisions.

SS.CM.CG.06.02 Understand the causes, course, and impact of the civil rights/equal rights movements.

SS.CM.CG.06.03 Understand the Constitutional changes that resulted from major events in the 20th century.

Common Core State Standards for Literacy in History/Social Studies addressed:

11-12.RH.1 Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.

11-12.RH.2 Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.

11-12.RH.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.

11-12.RH.5 Analyze in detail how a complex primary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole.

11-12.RH.6 Evaluate authors' differing points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.

11-12.RH.7 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.

11-12.RH.8 Evaluate an author's premises, claims, & evidence by corroborating or challenging them with other information.

11-12.RH.9 Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.

11-12.WHST.2 Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.

- a. Introduce a topic and organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
- b. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
- c. Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
- d. Use precise language, domain-specific vocabulary and techniques such as metaphor, simile, and analogy to manage the complexity of the topic; convey a knowledgeable stance in a style that responds to the discipline and context as well as to the expertise of likely readers.
- e. Provide a concluding statement or section that follows from and supports the information or explanation provided (e.g., articulating implications or the significance of the topic).

Law Studies/Street Law Curriculum Map

Unit	Days	Lesson Themes	Skill Focus
1. Citizenship in a democratic society	3	<ul style="list-style-type: none"> •Elements of citizenship •Value of citizenship •Sample the test for naturalized citizens 	SS.CM.CG.05 & SS.CM.CG.05.01 . . . Identify civic responsibilities of U.S. citizens and how they may be met. 11-12.RH.1 . . . analysis of primary & secondary sources, understanding of the text as a whole. 11-12.RH.2 . . . Summarize central ideas of a primary source, linking key details and ideas.
2. A federal system: the Constitution; the national & state governments	7	<ul style="list-style-type: none"> •U.S. Constitution •Federalism •State vs. national governmental powers •Federalist papers 	SS.CM.CG.01 . . . Understand purpose of laws and government, limits on power, flexibility of the Constitution. SS.CM.CG.01.02 . . . Understand judicial review 11-12.RH.4 . . . Determine meaning of words as used in a text. 11-12.RH.5 . . . Analyze structure of a primary source. 11-12.RH.6 . . . Evaluate differing points of view on the same historical event or issue.
3. Introduction to the law and the legal system	10	<ul style="list-style-type: none"> •What is law? •Settling disputes •The court system •Courtroom simulation: Mock Trial •Lawyers 	SS.CM.CG.04 . . . Understand role of the courts & of the law in protecting the rights. SS.CM.CG.04.02 . . . Understand the role of due process in the protection of individuals. 11-12.RH.9 Integrate information from diverse sources into a coherent understanding of an idea or event.
4. Criminal Law and Juvenile Justice	10	<ul style="list-style-type: none"> •Nature and classes of crimes •Criminal justice processes •4th Amendment protections •Juvenile justice 	SS.CM.CG.01 . . . Understand provisions to limit (government) power SS.CM.CG.04 . . . Understand the role of the courts and of the law in protecting the rights of U.S. citizens. SS.CM.CG.04.02 . . . Understand the role of due process in the protection of individuals. 11-12.RH.4 . . . Determine meaning of words as used in a text. 11-12.RH.5 . . . Analyze structure of a primary source.
5. Individual Rights & Liberties	12	<ul style="list-style-type: none"> •1st Amendment rights •Due process •Privacy •Discrimination •Immigration Law •Research & essay project 	SS.CM.CG.04 . . . Understand role of the courts & of the law in protecting the rights. SS.CM.CG.04.01 . . . Understand Bill of Rights protection of individual rights and limits on rights for the common good. SS.CM.CG.04.02 . . . Understand the role of due process in the protection of individuals. SS.CM.CG.06.02 . . . Understand the causes,

			<p>course, impact of civil rights/equal rights movements. SS.CM.CG.06.03 . . . Understand Constitutional changes resulting from major events in the 20th century.</p> <p>11-12.RH.7 . . . Integrate & evaluate multiple sources of information presented in diverse formats and media</p> <p>11-12.RH.8 . . . Evaluate an author’s premises, claims, & evidence.</p> <p>11-12.WHST.2 . . . Write informative, explanatory texts, including the narration of historical events.</p>
6. Consumer and Housing Law	7	<ul style="list-style-type: none"> •Credit, other financial services •Fraudulent practices •Housing & tenant laws 	<p>SS.CM.CG.03.01 . . . Understand how laws are developed & applied to provide order, set limits, protect rights, & promote the common good.</p> <p>SS.CM.CG.06 . . . Understand influence of individuals, groups, and international organizations on government policies.</p> <p>11-12.RH.4 . . . Determine meaning of words as used in a text.</p> <p>11-12.RH.5 . . . Analyze structure of a primary source.</p> <p>11-12.RH.6 . . . Evaluate differing points of view on the same historical event or issue.</p>
7. Torts	5	<ul style="list-style-type: none"> •Categories of torts •Liability 	<p>SS.CM.CG.03.01 . . . Understand how laws are developed & applied to provide order, set limits, protect rights, & promote the common good.</p> <p>11-12.RH.6 . . . Evaluate differing points of view on the same historical event or issue.</p>