

Street Law

Fall 2018

McCormick, Rm. 607



Welcome to Street Law! You are here because you want to be. As such, we will strive to make this class as interesting, relevant, useful and (dare I say) educational as possible. And it's not just for aspiring lawyers. At some point you will ALL be affected by the law. When that moment arrives, you will be better prepared than the average citizen on the street. What would you like to learn about the law?

Class Rules & Procedures

In addition to the school rules and absence policies, the following will also be enforced:

Be Respectful

This is an elective but it's still a class. We are here to have a good time, and we're also here to learn. This means taking this class, the teacher, your peers and your education seriously. It also means raising your hand when you want to speak, not interrupting others or the teacher, allowing free speech and thought to flourish in the classroom, not criticizing others, and finding appropriate times to go to the bathroom. With the recent rise of the ubiquitous cell phone, it has recently come to mean turning off your phone and taking out your earbuds before you enter the classroom. We will often use technology in the classroom--your own devices, iPads, or MacBooks—be a responsible digital citizen!

Homework policy

If homework is assigned, it will be used to reinforce learning that has already happened in class. Homework may also be an opportunity for you to extend or enrich your learning of content or skill you have already mastered. All resources and assignments can be found electronically—more details later!

Attendance

Arrive to class on time. Since we do very little work outside of school, what we do in class matters. Show up on time, with a little enthusiasm, an opinion and an open mind. If you are absent, you are responsible for the information and assignments missed in class. Missing class is highly discouraged unless absolutely necessary.

Course Expectations

- Time will be used well and effectively. Learning is the highest priority.
- Responsibility for learning and a demonstration of that knowledge and skill is yours. I will provide the opportunity and support critical for that learning. Up until the last week of regular classes and before final exams begin, every student will be able to demonstrate mastery of the content and skills required for the course.
- Grades will be posted online on Home Access at the end of each grading period. Scores will be posted for each assignment on the class webpage.
- Classroom agendas, materials and resources, and homework assignments will be posted electronically on Haiku—a learning management system. More details later.
- Communication is key. Please do not hesitate to get in touch with me with questions and/or concerns.

Drake Learning Principles

- I. **Content Literacy and Thinking**—students will demonstrate understanding of subject area Program goals and critical thinking.
- II. **Creativity and Innovation**—Students will explore, discover, and express unique approaches to problem solving.
- III. **Agency**—Students will develop self-awareness and cultivate a growth mindset as they encounter challenges and understand multiple perspectives in learning and life.
- IV. **Collaboration**—Students will become productive members of diverse teams through strong interpersonal communication, a commitment to shared success, leadership, and initiative.
- V. **Community/Experiential/Authentic Learning**—Students will extend their learning throughout and beyond our classrooms.
- VI. **Communication**—Students will articulate information, thoughts and ideas effectively using oral, written, and non-verbal communication skills in a variety of contexts.

Assessment

Standards Based Grading

Student mastery of the content and skills listed above through varying content is a key component of this course. Therefore, punctual submission of work is essential in order for teachers to give timely feedback. Students will be assessed through a standards based grading model which ensures students have multiple opportunities to show proficiency in the learning outcomes of this course. This system helps us to personalize learning experiences for students and target each student's individual needs. Semester grades will be based on a student's ability and growth in Written Communication, Oral Communication, and Knowledge and Thinking (Content). All assignments will be graded on the 0–4 point scale.

Academic honesty

Concurrent with the school wide academic honesty policy, I trust you to do your own work. This class is about the law—don't test it.

Materials

Required materials

Active brain! Paper, Pen, Pencil

Suggested materials

A point of view, an opinion, a smile
A device! Computer/iPads welcome



Texts—In-class only

Street Law, A Course in Practical Law

The Criminal Law Handbook, Know Your Rights, Survive the System

Units of Study

Foundations of Law & Social Justice Why does law exist? What is the function of law? On what principles is the law based? Do we live in a just society? What is restorative justice? Retributive justice?

Con Law What does the constitution have to say about the limits of free speech? Same-sex marriage? Abortion? The death penalty? Torture? Marijuana? Affirmative Action? Students' rights?

Criminal Law What is a crime? What are the elements of a crime? What are the classes of a crime? What is murder? Assault and battery? Rape? Robbery? Vandalism? Substance abuse?

Anatomy of a Case What is a search? A trial? What are a defendant's rights? What are types of defenses? What do lawyers do? What about judges and juries?

Mock Trial (more details later!)

Complete Scoring Scale	
Topic Score on Scale	Description of Place on the Scale
4.0 (100%) Transfer	In addition to Score 3.0 performance, use of in-depth inferences and applications that go beyond what was taught
3.5 (90%)	In addition to Score 3.0 performance, partial success at inferences and applications that go beyond what was taught
3.0 (85%) Meaning Making	No major errors or omissions regarding any of the information and/or processes (simple or complex) that were explicitly taught
2.5 (80%)	No major errors or omissions regarding the simpler details and processes and partial knowledge of the more complex ideas and processes
2.0 (75%) Acquisition	No major errors or omissions regarding the simpler details and processes, but major errors or omissions regarding the more complex ideas and processes
1.5 (65%)	Partial knowledge of the simpler details and processes, but major errors or omissions regarding the more complex ideas and processes
1.0 (60%)	With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes
0.5 (50%)	With help, a partial understanding of some of the simpler details and processes, but not the more complex ideas and processes

Source: Marzano. *Classroom Assessment and Grading that Works*.