 **Law and Society**

**Course Syllabus**

**KEEFE TECHNICAL SCHOOL**

***Mr. T. Cummings***

***Room 201***

***Email******– tcummings@jpkeefehs.org***

***Class Website – tcsocialstudies.weebly.com***

**Course Description**

The course, designed to introduce high school students to a legal system that touches their lives on a daily basis, concentrates on providing students with the skills to become problem-solvers through their knowledge of legal principles, primarily in the areas of criminal, tort, family, and individual rights law. The course examines the broad issues related to why we have laws and how such laws influence individuals and the society we live in. By drawing on students' knowledge, values, and experiences, the course connects them with the overall framework of the law to help them become better and more active citizens. Students work at a rigorous pace as they participate in activities in which they solve problems, and analyze case studies and hypothetical situations within the areas of criminal and civil law to develop the critical thinking skills that are necessary to succeed at a four-year college.

**Instructional Philosophy**

In order to be successful in this course, students must be proficient in reading and writing, as well as possess a willingness to devote considerable time to study. Although practical information and advice is presented in this course, special emphasis will be placed on developing critical thinking and writing skills. In addition to text readings and teacher presentations, students will acquire information from a wide range of sources including the print media, film and video resources, and selected primary and secondary source readings. A multitude of teaching methodologies will be utilized to maximize student learning as well as to complement the varying learning styles of students. Active participation in small group and whole-class discussions is expected of each student, as it is an important part of the learning process. Because of the large range of diverse and controversial issues discussed in this course, students are expected to be aware of the differing views and to provide courtesy to others, even on items not endeared by the majority. Students will increase their social and civic participation skills as they consider various viewpoints on real issues and problems while becoming engaged in a variety of learning activities.

**Course Goal:**

* to develop in students the knowledge and skills necessary to live in our law-saturated society

**Course Objectives:**

* + to experience the everyday implications that the law plays in their lives,
  + to understand the values and forces that shape the law,
  + to discover mechanisms through which to shape a more just society, and;
  + to develop academic, critical thinking, civic and communication skills

**Textbook:**

Arbetman, Lee, P. and Edward L. O’Brien. Street Law: A Course in Practical Law

Glencoe, 8th Edition, 2010.

**Overview of Expectations:**

* Keep pace with the required readings and class assignments
* Maintain a notebook (3-ring binder) for this course
* Complete the specific reading, homework, projects and research assignments by the due dates
* After School Program and Learning Strategies class should be utilized if necessary to keep pace with assignments
* Attendance is a crucial aspect of this class. Frequent absences will hinder your ability to learn and collect evidence of learning and will therefore reflect negatively on your grade
* The district attendance policy will be strictly enforced

**Evaluation**

**Assessments: 40%**

* + - * Formative/summative assessments, projects, papers

**Assignments: 40%**

* Homework, class work

**Employability: 20%**

* Preparedness, punctuality, professionalism, work ethic, and behavior
* WEEKLY composite grade
* Class cut will result in a zero for the week

**Course Performance Standards**

**A Advanced:** The advanced level reflects superior academic performance. Advanced work indicates an in-depth understanding and exemplary display of the knowledge, skills, and concepts included in the District Standards for this course.

**B Proficient:** The proficient level reflects satisfactory academic performance. Proficient work indicates a solid understanding and adequate display of the knowledge, skills, and concepts included in the District Standards for this course.

**C Basic:** The basic level reflects marginal academic performance. Basic work indicates a partial understanding and limited display of the knowledge, skills, and concepts included in the District Standards for this course. This work is approaching satisfactory performance, but has not yet reached it. Additional instructional opportunities and/or increased student academic commitment to achieve the Proficient Level is needed,

**D/ F Below Basic:** The below basic level reflects inadequate academic performance. Below Basic work indicates little understanding and minimal display of the knowledge, concepts, and skills included in District Standards for this course. Additional instructional opportunities, and/or increased student academic commitment to achieve the Proficient Level is needed.

**Class Expectations/Class Management Plan**

As students in a Vocational Technical High School, you are training to enter college or the workforce very shortly as an educated adult worker. I intend to treat you as an adult and expect you to behave as a young adult. The foundation of your success in the classroom and as an adult worker is based on **RESPECT**.

Respect – All students will show respect toward another’s person, opinion, and property (including our classroom). This means **LISTENING** to ideas and opinions that are different from your own and accepting the right of others to voice that idea or opinion. Remember, just because something is different does not mean it is wrong.

***Respect for yourself, your classmates, and your instructor.***

Consider the classroom to be your place of work. The things that are expected of a worker on the job are expected of you in class!

**Class Management Philosophy**

* The Guiding Principle for proper student behavior is to do NO harm
* Rules are necessary to establish and keep an orderly and productive learning environment
* NO ONE has the right to disrupt the learning of others!
* EVERYONE has a RIGHT to learn without being distracted

**Expectations**

* Respect for yourself, your classmates, and your instructor!
* I expect all my students in class every day, prepared and ready to learn. If these expectations are lacking, I will pursue the cause and remediation
* When a student indicates a need to have parents involved, they will be contacted

**Behavior Expectations**

* Be quiet when class starts
* Come to class prepared to work
* Be Ready to Learn
* Be polite with each other and with your teacher. Impolite behavior is unacceptable!
* Treat everyone and their property respectfully

**Classroom Rules**

* Be on time or with a pass!
* Do NOT talk during direct instruction by the teacher
* NO electronic devices or cell phones; Ever!
* No food or beverages in class (Water bottles are OK)

**CONSEQUENCES For Disruptive Behavior or Rule Violation “**For every action, there is a consequence.”

* Seat change
* Cell phone or electronic device delivered to office (Mr. Collins)
* Detention slip
* Parent Contact/ Administration Referral/ Poor Employability Grade

**Syllabus/ Class Management**

**RETURN FORM**

**PRINT Student FULL Name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Course: Law and Society**

**Block \_\_\_\_\_\_\_\_**

**I have read and understand the goals and expectations of this course. I AGREE to comply with the class expectations and classroom rules. I also AGREE to make a good-faith EFFORT to achieve the stated learning goals.**

**Student Signature \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**PRINT Parent Name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Parent Signature \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Parent/ Guardian Email \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Parent/ Guardian Phone: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Contact Information:**

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