



Thornton High School
 9351 North Washington • Thornton, CO 80229
 Office: (720) 972-4800 • Fax: (720) 972-4999
<http://www.thorntonh.adams12.org>



Law For Everyone Syllabus

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|--------------------|--------------|----------------------|-----------------------------|
| School Year | 2017-2018 | Teacher Name | Andres Martinez |
| Classroom | Mobile 1 | Hour Taught | 3 rd |
| Phone | 720-972-2846 | Email Address | andres.martinez@adams12.org |

| Course Name | <i>Law For Everyone</i> | | |
|---|---|---|-----------------------------|
| Course Description | <p>This 11th and 12th grade semester course (Civics/U.S. Government is a prerequisite for this course) explores and evaluates the legal and justice system in the U.S. as well as analyzing and evaluating whether the U.S. judicial and legal systems serve justice and democracy and explore ways to address ways to improve these systems through a political science and sociological lens. In addition to a review of basics of constitutional principles as it applies to law, topics include the purpose and function of law in the U.S., the mechanics of criminal and civil court, law enforcement and corrections, an overview of major criminological theories and the application of these theories in the U.S. criminal and civil legal systems. IB MYP (standard level) standards and criterion guide all instruction and are used for all assessments.</p> <p><i>International Baccalaureate (IB) Humanities, Middle Years Program</i> courses aim to develop the understanding and application of concepts (time, place and space, change, systems and global awareness) and skills (technical, analytical, problem solving, and investigative). Content may include topics within the academic disciplines of geography, history, economics, politics, civics, sociology, anthropology, and psychology.</p> | | |
| Unit of Study | Grade Level Expectations/Content Standards | Approximate Time Spent or Percent of Time Spent | Targeted Date of Assessment |
| 1- Law, Order, & Justice - this unit overlaps with the other units of study | <p>Review the purpose and function of law in the U.S. system. Examine the overall/philosophical concepts of Law, Order, and Justice from the perspectives of both supporters of the current U.S. legal system and its critics.</p> <p>MYP Criterion: A-Knowledge and Understanding and Criterion D-Thinking Critically Content Standards: Civics 2- <i>Purposes of and limitations on the foundations, structures, and functions of government</i></p> | 9 weeks | |
| 2- Statistics and Public/Popular Perceptions vs Realities of Justice | <p>Examine and analyze current & past crime/criminal justice statistics and find ways that they relate to you.</p> <p>MYP Criterion: B-<i>Investigating</i> and Criterion D-<i>Thinking Critically</i> Content Standards: Civics 1- <i>Research, formulate positions, and engage in appropriate civic participation to address local, state, and national issues or policies</i> Civics 2- <i>Purposes of and limitations on the foundations, structures, and functions of government</i> His 1- <i>Use the historical method of inquiry to ask questions, evaluate primary and secondary sources, critically analyze and interpret data, and develop interpretations defended by evidence.</i></p> | Weeks 3 - 6 | |
| 3- Constitutional vs. Criminal vs. Civil vs. International law theory and practice | <p>Analyze differences between different areas of the U.S. legal system. Exercise your right to speak out on pressing legal issues. Develop arguments used to critically analyze aspects of the U.S. and international legal/justice system.</p> <p>MYP Criterion B-<i>Investigating</i> and Criterion D-<i>Thinking Critically</i> Content Standards: Civics 1 <i>Research, formulate positions, and engage in appropriate civic participation to address local, state, and national issues or policies-</i> Civics 2- <i>Purposes of and limitations on the foundations, structures, and functions of government</i> Econ1- <i>Productive resources- natural, human, capital- are scarce; therefore choices are made about how individuals, businesses, governments, societies allocate these resources.</i> His 1- <i>Use the historical method of inquiry to ask questions, evaluate primary and secondary sources, critically analyze and interpret data, and develop interpretations defended by evidence.</i></p> | Weeks 4-10 | |
| 4- Take a Stand | <p>Examine and take a stand on the best ways for law to address and resolve societal & individual conflict.</p> <p>MYP Criterion D-<i>Thinking Critically</i> Content Standards: Civics 1 <i>Research, formulate positions, and engage in appropriate civic participation to address local, state, and national issues or policies-</i> Civics 2- <i>Purposes of and limitations on the foundations, structures, and functions of government</i> Econ1- <i>Productive resources- natural, human, capital- are scarce; therefore choices are made about how individuals, businesses, governments, societies allocate these resources.</i> His 1- <i>Use the historical method of inquiry to ask questions, evaluate primary and secondary sources, critically analyze and interpret data, and develop interpretations defended by evidence.</i> His 1- <i>Use the historical method of inquiry to ask questions, evaluate primary and secondary sources, critically analyze and interpret data, and develop interpretations defended by evidence.</i></p> | Weeks 11-18 | |



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| Grading Scale | | Grade Percentages/Weights | | On group projects, students will receive a grade for individual work and a group grade | |
|---------------|-------------|---|------------|--|-----|
| A | 90-100 | Summative Assessments & Projects | 80% | | |
| B | 80-89 | Formative Assessments & Projects | 20% | Individual Grade | 80% |
| C | 70-79 | | | Group Grade | 20% |
| D | 60-69 | *Weekly progress grades are posted at https://ic.adams12.org/campus/portal/adams12.isp | | Grades are based on achievement of Content Standards and Grade Level Expectations. | |
| F | 59 or below | | | | |

Class Expectations

Academics: Law is, by nature, a challenging and multi and **inter-disciplinary** course of study which requires a high level of academic engagement from both a student and instructor’s perspective especially at a high school level. It’s also among the most fascinating and engaging because law reflects the values, beliefs, principles, and even the failures and weaknesses of any political and economic system. Law is all about taking a stand on controversial issues and cases. Students should then expect to use, develop, and hone many or most of their academic literacy skills (reading, writing, active listening, speaking - questioning) at their highest level in this class every day. Students are not only expected to be present most or all of the time in class - but to actively participate and challenge themselves and others. Although *Law for Everyone* is not officially an “honors track” course (Advanced Placement, IB Diploma/Higher level, etc.) - it DOES align with the highest expectations according to the IB Middle Years Programme (MYP) expectations and philosophy. Successful completion of this course will help prepare students to succeed in many or most College/University-level humanities survey courses especially in the specific areas of Sociology, Criminology, and Criminal Justice. You will be asked to engage in critical analysis including guided and open inquiry almost on a daily basis.

Attendance & Missing or incomplete assignments/assessments for this course: Superintendent Policies [6280 Homework](#) and [6281 Make-Up Work](#), will be followed for this course. It is the student’s responsibility to make an appointment with me to discuss missed assignments/activities **before** any absences if possible. A “[Google classroom](#)” will be available for most or all assignments given in class. Habitual or frequent absenteeism and tardiness will not be tolerated and will result in appropriate disciplinary action involving parents/guardians and THS Dean(s) **as well as** likely failure of the course.

Student Expectations

One way to assure success in any class - use the “6 P’s” as a guide:

Take Responsibility

- You are **prompt** (on time) for classes, appointments, and assignments/homework and in your seat at the bell every day.
- You are **prepared** for school and class by using good attending skills that include; wearing your school ID around your neck while in the building, being in your seat at the bell/beginning of class, and ready to engage with completed assignments, paper, and pencil or pen every day and without being asked or reminded and not allowing private discussion, electronic devices, or other things to detract from class activities.

Honor Each Other

- You are consistently **polite**, honest, and respectful to others and work to build quality professional relationships.

Strive for Success

- You **produce** work that demonstrates your skills, abilities, best effort, and overall hard and thoughtful work.
- You actively **participate** in all classroom activities.
- You work to maintain **a positive mental attitude**.

General Expectations

- Grades are based upon the demonstration of proficiency on units associated with a standard given during each formative or summative assessment. Formative grades in addition to summative unit assessments will be used to holistically determine your grade. All assessments will be graded based on teacher/district/state/International Baccalaureate rubrics.
- **Summative: 80%** Summative measures of achievement are taken when unit master is expected. (i.e., unit tests, culmination of a project, embedded assessments, etc.)
 - If no attempt to take a summative assessment has been made, a “no evidence” (NE) grade will be recorded until the assessment is completed. NE shall be defined as not attempting the assessment or not being present for the assessment. NE will be equal to 0%.
 - In order to receive a passing grade, a student must attempt ALL summative assessments.
 - The presence of an NE grade for any summative assessment at the end of a grading period will result in a grade of F for the course, regardless of performance on other assessments.
- **Formative: 20%** Formative assessments measure the scaffolding skills and/or content embedded in the unit. Formative assessments are taken frequently, after a student has practiced a skill or become familiar with content. Examples of formative assessments include but are not limited to exit tickets, paragraphs, oral check for understanding, warm-ups, stages in a large project, in-class and homework assignments, etc.