

# The Law

## COURSE OUTLINE

1. **Course Title:** The Law
2. **CBEDS Title:** The Law
3. **CBEDS Number:** 4121
4. **Job Titles:**

<b>Paralegals</b>	<b>Legal Assistant</b>
<b>Legal Secretary</b>	<b>Lawyer</b>
<b>Law Clerk</b>	<b>Judge</b>
<b>Magistrate</b>	<b>Law Teacher</b>
<b>Child, Family and School Social Worker</b>	
<b>Title Examiner, Abstractor and Searcher</b>	

### 5. Course Description:

*This competency-based course is designed to introduce students to the American legal system, including the history, philosophy and organization of civil liberties and individual rights, legal vocabulary, criminal and civil processes, and the concept of justice. Case analysis will help students understand the significance and impact of the legal system. The goal is to offer legal education providing practical information and the opportunity to use analytic decision-making skills. Students will investigate various legal issues and the complex relationship between laws, the legal system, and our society. This course includes classroom instruction and computer laboratory activities.*

### Student Outcomes and Objectives:

Students will:

1. Demonstrate logical thinking and analysis in the coursework
2. Communicate clearly and coherently in both the oral and written form
3. Read outside the text including court cases, newspapers, magazines and research materials
4. Demonstrate an understanding of the Constitution and the Amendment process
5. Differentiate between criminal and civil law
6. Compare and contrast both juvenile and adult rights and responsibilities
7. Explain the role of government in public safety
8. Explain the difference between criminal and civil courtroom and trial procedures
9. Define negligence and strict liability
10. Understand contract law, rights and duties

*Integrated throughout the course are career preparation standards, which include basic academic skills, communication, interpersonal skills, problem solving, workplace safety, technology, and employment literacy.*

### Pathway

<b>Recommended Sequence</b>	<b>Courses</b>
<b>Introductory</b>	Computer Foundations
<b>Skill Building</b>	Business Math, Accounting 1 & 2 Entrepreneurship
<b>Advanced Skill</b>	<b>The Law</b>

**6. Hours:** *Students receive up to 180 hours of classroom instruction*

**7. Prerequisites:** **Computer Foundations**

**8. Date (of creation/revision):** July 2011

## 9. Course Outline

<b>COURSE OUTLINE</b>				
Upon successful completion of this course, students will be able to demonstrate the following skills necessary for entry-level employment.				
<b>Instructional Units and Competencies</b> Guaranteed curriculum = regular font Negotiated curriculum = italicized	<b>Course Hours</b>	<b>Model Curr. Standards</b>	<b>CA Academic Content Standards</b>	<b>CAHSEE</b>
<b>I. CAREER PREPARATION</b> <b>A. Career Planning and Management.</b> 1. Know the personal qualifications, interests, aptitudes, knowledge, and skills necessary to succeed in careers. a. Students will identify skills needed for job success b. Students will identify the education and experience required for moving along a career ladder. 2. Understand the scope of career opportunities and know the requirements for education, training, and licensure. a. Students will describe how to find a job. b. Students will select two jobs in the field and map out a timeline for completing education and/or licensing requirements. 3. Know the main strategies for self-promotion in the hiring process, such as completing job applications, resume writing, interviewing skills, and preparing a portfolio. a. Students will write and use word processing software to create a resume, cover letters, thank you letters, and job applications. b. Students will participate in mock job interviews. 4. <i>Develop a career plan that is designed to reflect career interests, pathways, and postsecondary options.</i> a. <i>Students will conduct a self—assessment and explain how professional qualifications affect career choices.</i> 5. <i>Understand the role and function of professional organizations, industry associations, and organized labor in a productive society.</i> a. <i>Contact two professional organization and identify the steps to become a member.</i> 6. <i>Understand the past, present and future trends that affect careers, such as technological developments and societal trends, and the resulting need for lifelong learning.</i> a. <i>Students will describe careers in the business industry sector.</i> b. <i>Students will identify work-related cultural differences to prepare for a global workplace.</i> <b>B. Technology.</b> 1. Understand past, present and future technological advances as they relate to a chosen pathway and on selected segments of the economy. 2. Understand the use of technological resources to gain access to, manipulate, and produce information, products and services. 3. Use appropriate technology in the chosen career pathway. <b>C. Problem solving and Critical Thinking.</b> 1. Understand the systematic problem-solving models that incorporate input, process, outcome and feedback components, and apply appropriate problem-solving strategies and critical thinking to work-related issues and tasks.	20  Additional hours are integrated throughout the course.	Finance & Business Industry Sector, Model Curriculum Standards  3.0, 4.0, 5.0, 6.0, 7.0, 8.0, 9.0, 10.0	<u>Language Arts</u> (8) R 1.3, 2.6 W1.3, 2.5. LC 1.4,1.5 1.6 LS1.2, 1.3, (9/10) R2.1,2.3,2 W2.5 LC1.4 LS 1.1, 2.3 (11/12) R2.3 W2.5 LC1.2 <u>Math</u> (7) NS1.2, 1.7 MR 1.1,1.3 2.7,2.8, 3.1	Lang. Arts R 8.2.1  (9/10) R 2.1, 2.3 W2.5  Math (7) NS 1.2, 1.3, 1.7 MR 1.1, 2.1, 3.1

<p>2. Use and apply critical thinking and decision making skills to make informed decisions, solve problems, and achieve balance in the multiple roles of personal, home, work and community life.</p> <p>D. Health and Safety.</p> <ol style="list-style-type: none"> <li>1. Know policies, procedures, and regulations regarding health and safety in the workplace, including employers' and employees' responsibilities.</li> <li>2. Understand critical elements of health and safety practices related to a variety of business environments.</li> </ol> <p>E. Responsibility &amp; Flexibility.</p> <ol style="list-style-type: none"> <li>1. Understand the qualities and behaviors that constitute a positive and professional work demeanor.</li> <li>2. Understand the importance of accountability and responsibility in fulfilling personal, community, and workplace roles and how individual actions can affect the larger community.</li> <li>3. Understand the need to adapt to varied roles and responsibilities.</li> </ol> <p>F. Ethics and Legal Responsibilities</p> <ol style="list-style-type: none"> <li>1. Know the major local, district, state, and federal regulatory agencies and entities that affect the industry and how they enforce laws and regulations.</li> <li>2. Understand the concept and application of ethical and legal behavior consistent with workplace standards. <ol style="list-style-type: none"> <li>a. <i>Contact a business and obtain a copy of their rules for employment.</i></li> <li>b. <i>Role play difference ethical scenarios.</i></li> </ol> </li> <li>3. Understand the role of personal integrity and ethical behavior in the workplace.</li> </ol> <p>G. Leadership and Teamwork.</p> <ol style="list-style-type: none"> <li>1. Understand the characteristics and benefits of teamwork, leadership, citizenship in the school, community, and workplace settings for effective performance and attainment of goals.</li> <li>2. Understand the ways in which professional associations and competitive career development activities enhance academic skills, career choices, and contribute to promote employability.</li> <li>4. Know multiple approaches to personal conflict resolution and understand how to interact with others in ways that demonstrate respect for individual and cultural differences and for the attitudes and feelings of others.</li> </ol>				
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Instructional Units and Competencies	Hours	Model Curr. Standards.	CA Academic Standards	CAHSEE
<p>II. History</p> <p>A. Ethics and Values</p> <ol style="list-style-type: none"> <li>1. Immoral versus Illegal</li> <li>2. Societal impact and responsibility</li> <li>3. Protecting Rights of those with less voice</li> </ol> <p>C. History of Law</p> <ol style="list-style-type: none"> <li>1. Natural law</li> <li>2. Common law</li> <li>3. English law</li> </ol> <p>D. Constitutional Law</p> <ol style="list-style-type: none"> <li>1. Framework               <ol style="list-style-type: none"> <li>a. Freedom of speech</li> <li>b. Freedom of press</li> <li>c. Freedom of religion</li> </ol> </li> <li>2. Branches of government</li> <li>3. Federal and State</li> </ol> <p>E. Student Activities:</p> <ol style="list-style-type: none"> <li>1. "Jury of your own peers"</li> <li>2. "Someone ought to do something"</li> </ol>	30	Public Services Industry Sector Human Services Pathway A1.0, 1.1 A2.0 A4.0 A5.0, 5.1  Legal and Government Services Pathway B1.1, 1.2, 1.3, 1.4 B4.0 B8.0 B9.0. 9.1, 9.2, 9.3, 9.4, 9.5, 9.6	1.3H-SS (11) (11.1.2, 1.3) (11.10.2, 10.6) (12.1 (12) (12.1.6) (12.4) (12.5.1)  2.0C(11-12) 2.3  2.3WOL (11-12) 1.1, 1.2  L&S (9-10) (2.1, .2) (2.5) (2.6)	M(7)NS1.2 SG(7)AF1.5 (7)MR2.3 (10)WA1.1, 1.2 (8)R2.1 (10)R2.1, R2.5, R2.7, R2.8 (10)WS1.1, 1.5, 1.9
<p>III. Criminal Law and Juvenile Justice</p> <p>A. Criminal Behavior</p> <ol style="list-style-type: none"> <li>1. Nature</li> <li>2. Victims</li> <li>3. Preventing</li> <li>4. Reporting</li> </ol> <p>B. Classification of Crimes</p> <ol style="list-style-type: none"> <li>1. Crimes against persons</li> <li>2. Crimes against property</li> </ol> <p>C. Juvenile Justice</p> <ol style="list-style-type: none"> <li>1. History</li> <li>2. Juvenile defined</li> <li>3. Status</li> </ol> <p>D. Student Activities:</p> <ol style="list-style-type: none"> <li>1. "Gangs in America"</li> <li>2. "Officer, Officer"</li> <li>3. Students will research a criminal case, examine the legal issues surrounding the trial, write an analytical essay, and prepare an oral presentation for the class</li> </ol>	35			
<p>IV. Systems and Procedures</p> <p>A. The Court System</p> <ol style="list-style-type: none"> <li>1. Trial Court</li> <li>2. Appeals Court</li> <li>3. Federal and State Courts</li> <li>4. Tribal Court</li> <li>5. Supreme Court</li> <li>6. International Court</li> </ol> <p>B. Trial Procedures</p> <ol style="list-style-type: none"> <li>1. Before Trial</li> <li>2. Trial</li> <li>3. Sentencing and Corrections</li> </ol> <p>E. Student Activities</p> <ol style="list-style-type: none"> <li>1. Students will apply their knowledge by participating in two mock trials. Possible subjects include: contract negotiations, contributing to the delinquency of a minor, child custody.</li> </ol>	35			

Instructional Units and Competencies	Hours	Model Curr. Standards.	CA Academic Standards	CAHSEE
<p>V. Society</p> <ul style="list-style-type: none"> <li>A. Problems               <ul style="list-style-type: none"> <li>1. Explain</li> </ul> </li> <li>B. Family Law               <ul style="list-style-type: none"> <li>1. Marriage and prenuptials agreements</li> <li>2. Parents and children</li> <li>3. Foster care and adoption</li> <li>4. Separation, divorce, and custody</li> <li>5. Various state laws</li> </ul> </li> <li>C. Student Activities:               <ul style="list-style-type: none"> <li>1. "Protecting the Children".</li> <li>2. Students will participate in a "mock marriage" and move through the unit as a "family or couple".</li> </ul> </li> </ul>	25			
<p>VI. Consumer and Employment Law</p> <ul style="list-style-type: none"> <li>A. Consumer Law               <ul style="list-style-type: none"> <li>1. Contract elements</li> <li>2. Warranties: express, implied and disclaimers</li> <li>3. Credit and other financial services</li> </ul> </li> <li>B. Employment Law               <ul style="list-style-type: none"> <li>1. Civil Rights Act of 1964</li> <li>2. Protection and Equal Opportunity</li> </ul> </li> <li>C. Wills and Intestacy</li> <li>D. Student Activities:               <ul style="list-style-type: none"> <li>1. Students will work with a partner and convince an employer to hire them as the employer thinks they are too young.</li> </ul> </li> </ul>	25			
<p>VII. Torts</p> <ul style="list-style-type: none"> <li>A. Intentional Torts</li> <li>B. Negligence</li> <li>C. Strict Liability</li> </ul>	10			

10. Additional recommended/optional items

- a. Articulation: Formalized articulation agreements should be mentioned.
- b. Academic credit: College prep elective
- c. Instructional strategies:

Methods of Instruction:

- a. Lecture and class discussion
- b. Reading assignments
- c. Research using local law library and Internet
- d. Video/audio tapes
- e. Multimedia presentations
- f. Guest Speakers
- g. Field Trip to Sonoma County Court
- h. Simulations (Mock Trial)
- i. Case study analysis
- j. Role playing
- k. Debate

Assessment Methods and/or Tools

- a. Quizzes and Tests
- b. Research Projects
- c. Oral Presentations
- d. Essays
- e. Group and Individual Projects
- f. Peer and Self Evaluation
- g. Class participation

d. Instructional materials:

Texts:

*Street Law: A course In Practical Law*; Arbetman, O'Brian, National Textbook Co., 1999.

*Understanding Business and Personal Law*; Brown, Sukys, Anderson, Glencoe-McGraw Hill, 1996.

Supplemental Materials:

*Law in Your Life, Mary C. Larkin*, (publication of Street Law), West Educational Pblshg. 1998.

*Supplemental Cases in Everyday Law*, Cases Reviewed by W.B. Markovits, Mason, Southwestern Publishing, 1991.

Videotaped programs such as 20/20, Dateline, or 48 Hours

Feature Films:   A Few Good Men           Remember the Titans  
                  A Time to Kill            The Hurricane  
                  Runaway Jury            Philadelphia  
                  Kramer vs. Kramer  
                  The Client

Websites:

Teacher Website (<http://teacherweb.com/CA/PetalumaHigh/KerryLowell>)  
Streetlaw.com  
Sonoma County Law Library  
Department of Consumer Affairs  
Nolo Press  
Internet Legal Resource Guide  
Internet Legal Resource Guide  
Find Law  
'Lectric Law

e. Certificates: None