**Course Syllabus**

**Course Title:** Law and Public Safety I - Law in American Society

**Course Number:**74813

**Program Name:** Law and Public Safety Academy

**Pre-requisites**

There are no pre-requisites for this course. However, it is advisable that the student’s career interest inventory indicates the field of Law and Public Safety as a choice.

**Required Materials**

Text: Arbetman, Lee and Edward McMahon. *Street Law: A Course in Practical Law*. 7th ed*.* N.p.:Glencoe/McGraw-Hill, 2004.

Recommended supplemental text: Croddy, Marshall. *Criminal Justice in America*. 4th ed. N.p.: Constitutional Rights Foundation, 2005.

**Instructor Information**

(Each instructor will put his or her name and e-mail address at school here.)

**Course Description**

This is the first course in a four year sequence of Law and Public Safety classes. The course will focus on three main areas: 1.) The structure and operation of the legal system in the United States; 2.) The criminal justice system; and 3.) The fundamentals of trial procedure. Students learn the basics of American government and the criminal court system. This class also involves learning how to prepare and conduct trials just as real lawyers do, and the students get a chance to compete in mock trials in front of real judges in actual courtrooms. Four student performance outcomes will guide the studies in this course:

1. The student should be able to explain the foundations and origins of law and legal systems within societies.
2. The student should be able to describe the elements and institutions of American government and explain both their individual processes and how they interact.
3. The student should be able to identify the core elements of the criminal justice process, including laws, procedures, and processes and be able to determine the likelihood that someone will be convicted of a crime.
4. The student should be able to perform his/her roles in 2 mock trials, from preparation to execution.

To help achieve the student performance outcomes, some of the following topics will be examined:

* Writing and interpreting laws
* The process of a bill becoming a law
* Elements of a crime
* The arrest process
* Criminal prosecution
* Search and seizure
* Rights of an individual under arrest

The culminating activity of this class is preparation for and participation in two mock trial competitions.

**Student Performance Assessment**

Performance Outcome 1. The student should be able to identify the core elements of the criminal justice process, including laws, procedures, and processes and be able to determine the likelihood that someone will be convicted of a crime.

*Performance Assessment:* The student will view the movie *Psycho* and identify the elements of a crime and analyze whether those elements have been met. The student will compose an essay that details findings from watching the movie and taking notes. The student will also be required to determine proper punishment and analyze the efficacy of the punishment in writing. The essay will be scored using a rubric and the student must score a minimum of 75%.

Performance Outcome 2. The student should be able to describe the elements and institutions of American government and explain both their individual processes and how they interact.

*Performance Assessment:* Given a list of institutions of American government, the student will select one and create a poster identifying the individual processes of the institution and its interactions with other government institutions on the list. The poster will be scored using a rubric and the student must receive a minimum score of 75%.

Performance Outcome 3. The student should be able to identify the core elements of the criminal justice process, including laws, procedures and processes, and be able to determine the likelihood that someone will be convicted of a crime.

*Performance Assessment:* Given a criminal case scenario, the student will identify the core elements and analyze the projected conviction outcome and cite legal support for that outcome. The essay will be scored using a rubric and the student must score a minimum of 75%.

Performance Outcome 4. The student should be able to perform his/her roles in two mock trials, from preparation to execution.

*Performance Assessment:* Over the course of 2 trials, the student will compose at least one opening statement, one closing argument, one direct examination and one cross examination. The student will be graded on presentation and effectiveness during trial on a 100-point scale, and must score a minimum of 60% in order to pass.

**Course Grading System**

Grades are based on a point system. Students are advised regarding how many points each assignment is worth. Students are evaluated using the following criteria:

* Exams and quizzes
* Projects (research papers, group work, individual presentations, and Constitutional Rights Foundation Project or the City Mock Trial)
* Notebooks (class notes and journal entries)
* Bell ringers
* Homework (based on completeness, quality and timeliness)
* Class participation (includes being prepared for class, attendance, respect for classmates, group participation and specific class assignments)

**Grade Point Values**

The following is a suggested Chicago Public Schools grading scale; however, each school has the option to adjust the scale.

A = 95% - 100% D = 75% - 80%

B = 88% - 94% F = 74% or less

C = 81% - 87%

**Attendance**

Class attendance is extremely important. Good daily attendance, as well as being on time for class, will positively impact grades. The reverse will be true if a student misses class or comes late.

Students who are absent are expected to make up the work assigned during that class period or any tests that were given. It is the student’s responsibility to see the teacher about make-up opportunities**.**

If a student cuts class or has poor attendance, parents/guardians will be contacted. If a student has an unexcused absence, make-up opportunities for the work assigned for that day will be subject to the school’s attendance policy regarding cuts and make-up work.

**Honesty Policy**

The traits of a successful CPS Law and Public Safety student are personal integrity and academic honesty. Academic dishonesty is a serious offense, which includes but is not limited to the following:

* Cheating
* Respecting property of others (classmates, teacher, and courtrooms)

Cheating involves copying another student's written work, quiz, test, or exam, or the use of technological devices to exchange or submit information related to course material (class work, homework, quizzes, tests, projects, co-op work, etc.). Such practices and activities will not be tolerated and students associated with the like can have any certifications and / or licenses revoked as well as grade adjustments. Failure to comply with classroom policy and procedure will also result in disciplinary action as outlined in the Chicago Public Schools Code of Conduct.

**Additional Guidelines**

Each student will need to have a notebook for this class. The notebook will be used to take notes, record journals and complete selected class assignments. Students must come to class prepared every day with text book, pen and notebook. Failure to attend class prepared will reflect negatively on grades.

**Illinois Learning Standards**

14. A. Stage H.5 Analyze the efforts of our court system to take into account the rights of both those accused of crimes and their victims.

14. A-Stage 1.2 Summarize the historical development of rights and responsibilities contained within the Bill of Rights and later amendments to the U.S. Constitution.

14. A. Stage 1.7 Predict potential changes in contemporary interpretations of the Bill of Rights.

**Additional Standards**

**NETS-S 3. Research and Information Fluency**:

b. Students apply digital tools to gather, evaluate and use information. Students identify and define authentic problems and significant questions for investigation.

**SCANS** Basic Skills- Reads performs arithmetic and numerical operations, listens and speaks;

*Writing:* communicates thoughts ideas, information and messages in writing;

**Workplace Skills** H. Solving Problems and Critical Thinking

4 Employ reasoning skills

**Course Calendar**

| Week | Topic or Competency | | Items Due |
| --- | --- | --- | --- |
| 1-3 | **Laws and Lawmaking**: relationship between laws and values, rights and responsibilities, within society; foundations, origins and purposes of law; foundations and origin of the modern American legal system; creation, drafting, enactment and implementation of laws in a democracy; distinctions between the different classifications of laws (civil vs. criminal, federal vs. state); constitutional framework for laws | Project: Space colony legal code;  Written briefs of landmark cases of common law;  Test: Origins of law  Quizzes; notebook check | |
| 4-9 | **Government and Constitution** (w/ added emphasis on the judicial branch):  constitutional basis for each branch of the government (by Article); overview of the individual Articles and the Bill of Rights, with an emphasis on their connections with existing government structures;  government structure and classification- federalism and separation of powers;  adversary system of justice; structure and operation of the federal and state court systems; division of courts between trial and appellate, along with examples of alternative dispute resolution techniques;  U.S. Supreme court--jurisdiction and examples of landmark cases | Role Play: From a bill to law;  Essay: Purpose of the U.S Constitution;  Essay: Letter to public official or newspaper;  Worksheet: Structure of the Court System; quizzes; notebook check | |
| 10-11 | **Overview of Law and Law Enforcement Agencies**: the process of becoming an attorney; federal and state enforcement agencies | Research project and presentation: Federal and state enforcement agencies activity;  Report: Lawyer research  Worksheet: When is a Lawyer Necessary; Quizzes; notebook check | |
| 12-15 | **Crime in America**: defining crime and identifying possible causes; gangs and crime; gun laws; substance abuse and crime; victims of crime | Graphs: Chicago crime  Brochure: Gun laws  Quizzes; notebook check | |
| 16-19 | **The Criminal Justice System / Identification of Criminal Activity**: classes of crimes (felony vs. misdemeanor);  elements of crimes-act, intent, causation and concurrence; preliminary crimes & conspiracy; crimes against the person and property, including but not limited to: homicide, suicide, assault, battery, rape, arson, vandalism, larceny, embezzlement, robbery, extortion, burglary, forgery, receiving stolen property, unauthorized use of a vehicle | Quizzes; notebook check | |
| 20-23 | **The Criminal Justice System/Defenses and Consequences:** defenses to crimes;  methods to establish no criminal activity (lack of all elements, alibi + methods to establish; defenses to legally excuse criminal behavior- self-defense and defense of property (requirements for use);  defenses that seek to find defendant not criminally responsible (requirements) | Entrapment scenarios;  Essay: Insanity defense;  Project: criminal justice analysis of *Psycho*;  Quizzes; notebook check | |
| 24-28 | **Criminal Justice Process**: The Investigation Phase: arrest process; search and seizure;  interrogations and confessions; arrest process, with emphasis on4th Amendment and 5th Amendment; Miranda rule | Role play activity: Stuttley/Potter  Paper: *State v Thierry* analysis  Quizzes; notebook check | |
| 29-35 | **Criminal Justice and the Adversary System:** mock trial; criminal justice process- pre-trial proceedings; booking process/initial appearance/probable cause hearing;  felony arraignment-plea options;  pre-trial motions-define common motions;  plea bargaining;  Fundamentals of Trial Procedure:  trial advocacy; how to conduct a trial from start to finish, with emphasis on procedure and the rules of evidence (direct / cross exams, objections, opening statements and closing arguments);  Federal rules of evidence for the purpose of using objections effectively in trial: relevance, hearsay, narrative, leading, beyond the scope of direct examination, lacks personal knowledge/speculation, opinion testimony | Mock Trial preparation and participation: opening statement, closing argument, direct examination and cross examination;  Quizzes; notebook check | |
| 36-38 | **Sentencing and Corrections**: theories on punishment; sentencing issues; capital punishment; current and past state of the prison system; evolution of types of punishments in America | Essay: Punishment Evaluation;  Quizzes; notebook check | |
| 39-40 | Course review | Comprehensive final examination | |