**Street Law II: Civil Law**

**Mr. Faulhaber with appearances by Judge Katherine Bidegaray**

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**Overarching Course Goal:** To strengthen student knowledge, skills, and confidence for survival in our law-saturated society through increasing their legal knowledge in the civil justice system.

**Course Description:** This one-semester, **dual credit** course in conjunction with Dawson community college, will focus on the civil justice process: torts, consumer law, and family law. Lawyers will present on case studies and help reinforce class materials. Additionally, insurance agents (car and healthcare), a landlord, a car dealer, etc. will bring their knowledge of the course material to class. Students will participate in activities designed to expose them to the “real world” of law and government and come away with an understanding of the various areas in which the law applies. Each phase of the class is designed to assist students achieve:

* **Knowledge:** Society is full of rules—laws—that order our civic lives. Without knowledge of these rules, navigating successfully through life is impossible. For example, if a young person does not understand what the text of a lease means, he or she may not be able to avoid violating its provisions or may not know that he is entitled to a safe and secure home.
* **Skills:** Success after high school requires a variety of competencies and foundational skills including the ability to work as a team, negotiate to arrive at a decision, organize and evaluate information, communicate effectively, think creatively, listen to others, teach and help others, identify problems and generate multiple solutions.
* **Community Resources:** Community leaders, including; lawyers, judges, insurance agents, a landlord, a car dealer, , etc. will regularly attend class. Their involvement will provide accurate information about policies as well as additional legal content and procedure that go beyond the theory of the textbook.

**Goals and Objectives:**

(1) to provide a practical understanding of law and the legal system useful to students in their everyday lives;

(2) to improve understanding of the fundamental principles and values of our Constitution, laws and legal system;

(3) to promote awareness of current legal issues and controversies;

(4) to encourage effective citizen participation in our legal system;

(5) to bring about greater justice, tolerance, and fairness;

(6) to develop a willingness and an ability to resolve disputes through informal and, where necessary, formal resolution mechanisms;

(7) to improve basic skills including critical thinking and reasoning, communication, observation, and problem solving;  
(8) to examine and clarify attitudes toward the role that law, lawyers, law enforcement officers and the legal system play in our society; and

(9) to expose students to the many vocational opportunities within the legal system.

**Text:** Street Law: A Course in Practical Law: Glencoe 9th Edition 2016

**The 3 C’s of Street Law:** Citizenship (What are your ***responsibilities*** as a citizen), Civility (treat each other with ***respect***), and Consensus (create common ground).

**“Uncoachable kids become Unemployable Adults; let your kids get used to someone being tough on them. It’s life, get over it.” -Patrick Murphy, Alabama Softball   
  
Class Philosophy:** Like a coach, a teacher’s job is more than teaching the A, B, C’s and 1, 2, 3’s. Consequently, like a coach, I will harass, cajole, compliment, critique, and do whatever is necessary to not just work on improving your content knowledge but to motivate you to become a democratic citizen worthy of calling yourself a Sidney High School graduate. If I am tough on you, it is because I see potential.   
 **Class Expectations:** Can be described as coming to class prepared and ready to be productive. This involves paying attention and taking notes, participating in class discussions, asking and answering questions, and by positively contributing to class on a regular basis. Participation in class discussions will not only help you learn more about the topic being covered but will also makes the class more enjoyable. Take ownership of the class and direct the class towards the type of materials and topics you would like to discuss and find enjoyable. This does not involve misusing your phone, sleeping in class, being disruptive, talking when I am talking, etc. We will try to work bell to bell. Please do not close your book early and anticipate me finishing a lecture, etc. I’ll try not to waste your time if you do not waste mine and your peers.   
 **Makeup Work:** If you are going to be gone, or were gone, it is YOUR responsibility to collect your homework & worksheets and/or plan to make up tests/quizzes. I will not chase you around to get you to fulfill your responsibilities.

**General Class Rules:** Cell Phones, Bathroom, Pop and Drink, packing up early (#1 Pet Peeve), etc.

**Quarter Grading:** Each quarter’s grade will account for one-half of your overall semester grade and will be based on a variety of in-class exercises, completion grades, quizzes, tests, and project that will ALL be categorized together.

* **Daily Work/Book Problems:** We will regularly go over chapter problems that give actual and made up legal scenarios to test your knowledge of the material covered in class and through the textbook. These scenarios are designed to reinforce information from the chapter and provide an opportunity to develop critical thinking and problem-solving skills. Often, these will be completed with groups or a partner with whole class discussion of the problem. At the conclusion of those discussions, those answers will be turned in or each student will complete an exit ticket for a grade. For those students that are absent, the problem(s) will be due as a grade.
* **Guest Speakers/Chapter Worksheet:** For each chapter that we cover, we will try and bring at least one expert that is currently working in the arena we are discussing. You will have a worksheet to fill out while the speaker presents and it is requested that you ask questions and participate during the presentation. If you are absent during the presentation, you will complete an alternative worksheet as a replacement assignment that covers the material discussed in the presentation.
* **Tests:** These exams will evaluate how well you know the information from the unit(s)/chapter(s) and will be a combination of objective (identification) and subjective (short answer) questions. Commonly, notes and worksheets will be allowed to be used on the tests, so save your papers that are handed out because
* **icivics Games/Boston Legal/Other:** Other weeks, we will go to the library and play iCivics games that are designed to enhance understanding of the judicial branch of government in an entertaining manner or watch a *Boston Legal* episode that covers material that we are learning in class. For the iCivics games, we will print of certificates of completion for a grade and there will be worksheets to complete for the *Boston Legal* episodes.
* **Mock Trials:** Hopefully (time permitting), we will perform small mock trials in the classroom to give us an understanding of the trial process. These mock trials will regarding real life scenarios relevant to coursework and based upon laws and defenses focused upon in class. The mock trials are planned to improve your public speaking skills, listening skills, analytical reasoning, and understanding of the chapters being studied. Attendance, participation, and effort are essential not just for your individual benefit but for the success of the simulation. If able, we will conduct one or more of these mock trial at the justice center.
* **Class Participation**: Active participation will be required of students. Interaction during class discussions and with guest speakers will not only help you learn more about the topic being covered but will also make the class more enjoyable. Take ownership of the class, challenge yourself to become a better public speaker. Lastly, while participating in discussions please follow the class rules especially in regards to respecting your fellow classmates and instructors
* **Class Preparation:** If you forget your notes, assignment, etc. in your locker, car or anywhere else, you can either take a tardy and retrieve the item or either not use the material or receive a zero.
* **Collaborative Learning:** Most assignments can be worked on individually, with a partner, or in a small group. Unless otherwise stated, the group will need to only fill out one response to be graded. Working with others is strongly encouraged as it benefits in the learning process and gives a more well-rounded view of often controversial or “no correct answer” issues. Stay on task and keep idle chit chat to a minimum.
* **Homework:** Since much of our work will be collaborative (hopefully), there will be little homework unless you are absent. Consequently, the expectation is we will use the class time effectively and stay on task. **LATE WORK IS NOT ACCEPTED**

**Final Thoughts:** We will have many difficult discussions in class in which many classmates and guest speakers will say things you will disagree with or find uncomfortable. Instead of shutting down during these conversations, practice “intellectual humility” or the recognition that our reasoning is so flawed, so prone to bias, that we can rarely be certain we are right. Having people around us who are willing to disagree with us is a gift. Although I will work to make sure the conversations are civil and promote learning, I will not treat you as a fragile teacup. I like to refer to these conversations a “productive disagreements.” As Van Jones said in opposition to the safetyism sweeping America:

**“I don’t want you to be safe ideologically, I don’t want you to be safe emotionally. I want you to be strong. That’s different. I’m no going to pave the jungle for you. put on some boots, and learn to deal with adversity. I’m not going to take all the weights out of the gym; that’s the whole point of the gym. This is the gym”.**

**Questions/Comments/Concerns:** If you have any questions, comments, or concerns throughout the course of the school year please do not hesitate to come and discuss the issue with me. My door is always open for discussion and you may come and discuss any problem before or after class/school. I will be more than willing to discuss any problems that you might have concerning class. I cannot help you if you choose not to make the effort to visit with me! I appreciate any and all feedback that I can receive and I hope you enjoy the class and school year.