Omaha North High Magnet School
Law and Juvenile Justice
Course Syllabus

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Plan Periods: A5-B8

Office/Classroom: Rm: 50c
Best times to contact: Anytime by email

Course Description: This course explores the ways law shapes society and society shapes law – how?
• Law reflects the context in which it is made and used
• Further, we will look at many forms of law
• Law is constituted in many forms and places: on the streets, in individual exchanges, in cultural practices, on television
• Over the course of the semester, the course will explore definitions and concepts of law, the forms law takes and how it is shaped, the different ways that people understand law and the legal system, the ways injuries and disputes are understood and mediated, the goals and purposes of trials, and the concept and importance of rights in the United States and elsewhere

Content Standards: SS 12.1.1 Students will analyze and evaluate the foundation, structures, and functions of the United States government as well as local, state, and international governments
SS 12.1.1.a Summarize the historical foundation that influenced the creation of the United States Constitution (e.g., philosophers, social contract theory, natural rights, Constitutional Convention, Federalist, and AntiFederalist Papers) SS 12.1.1.b Analyze and evaluate the structure of American constitutional government (e.g., federalism, democracy, representative government, branches of the government, separation of powers, checks and balances, amendment process, concurrent/enumerated/implied powers, electoral college) SS 12.1.1.c Analyze and evaluate the functions of United States government (e.g., national security, legislative law-making, executive implementation, judicial interpretation, constitutionalism, taxation, naturalization of

Instructional Philosophy: My instructional philosophy is based on the belief that through hands on learning and student centered classes, students are best able to convert information acquired in class and through independent research into knowledge and to use that knowledge to think critically to become active and informed citizens

Texts –Street Law and supplementary materials

Assessment
Course grades will be determined by planned assessments such as tests, quizzes, and projects scored with rubrics.
• Major tests and/or writing projects are to be expected at the end of each major unit outlined above.
• Grades based on 4 unit tests/Projects
• Daily quizzes/work (Will have work every day)
• Class room participation in activities
• Research paper
OPS Secondary Grading Practices*
All coursework and assessments are judged based on the level of student learning from “below basic” to “advanced.” This course will provide multiple opportunities to achieve at the “proficient” to “advanced” levels. Students are evaluated based on a proficiency scale or project rubric. Proficiency scales for this course are available upon request (teacher will identify location such as portal, teacher website, attached, etc.)

There are three types of coursework*

- **Practice** – assignments are brief and done at the beginning of learning to gain initial content (e.g., student responses on white boards, a valid sampling of math problems, keyboarding exercises, and diagramming sentences, checking and recording resting heart rate).

- **Formative (35% of the final grade)** – assessments/assignments occur during learning to inform and improve instruction. They are minor assignments (e.g., a three paragraph essay, written responses to guiding questions over an assigned reading, completion of a comparison contrast matrix).

- **Summative (65% of the final grade)** – assessments/assignments are major end of learning unit tests or projects used to determine mastery of content or skill (e.g., a research paper, an oral report with a power point, major unit test, and science fair project). Summative assignments are graded for accuracy. Summative assignments assess the student’s progress on grade level standards and may not be written at the student’s instructional level. Summative assessments/assignments will have all levels of learning – Basic (2), Proficient (3), and Advanced (4), which means that for every formative assessment/assignment students, will be able to earn an advanced (4).

At the end of the grading period, scores are converted to a letter grade using this grading scale.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Score Range</th>
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</thead>
<tbody>
<tr>
<td>A</td>
<td>3.26-4.00</td>
</tr>
<tr>
<td>B</td>
<td>2.51-3.25</td>
</tr>
<tr>
<td>C</td>
<td>1.76-2.50</td>
</tr>
<tr>
<td>D</td>
<td>1.01-1.75</td>
</tr>
<tr>
<td>F</td>
<td>0.00-1.00</td>
</tr>
</tbody>
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Redoing/Revising Student Coursework*

1. Students are responsible for completing all coursework and assessments as assigned.
2. Students will be allowed redos and revisions of coursework for full credit as long as they are turned in during that unit of study while a student still has an opportunity to benefit from the learning. When time permits, teachers should allow the redoing or revising of summative assessments.
3. Students are expected to complete assessments when given to the class, or if a student was justifiably absent, at a time designated by the teacher.
4. Redoing, retaking or revising will be done at teacher discretion in consultation with the student and parent(s). Teachers may schedule students before, during, or after school to address needed areas of improvement if not convenient during class. The time and location for redoing, retaking or revising will be done at the teacher’s discretion in consultation with the student and parent(s).
5. Scores for student work after retaking, revising or redoing will not be averaged with the first attempt at coursework but will replace the original score.