

El Monte Union High School District

7-9-08

Course Outline

High School _____ District _____

Title: <u>Personal Law</u> Transitional* _____ (Eng. Dept. Only) Sheltered (SDAIE)* _____ Bilingual* _____ AP** _____ Honors** _____ Department: <u>Business</u> Grade Level (s): <u>11 – 12</u> Semester <u>X</u> Year _____ Year of State Framework Adoption <u>2005</u>	This course meets graduation requirements: <input type="checkbox"/> English <input type="checkbox"/> Fine Arts <input type="checkbox"/> Foreign Language <input type="checkbox"/> Health & Safety <input type="checkbox"/> Math <input type="checkbox"/> Physical Education <input type="checkbox"/> Science <input type="checkbox"/> Social Science <input checked="" type="checkbox"/> Elective	<table border="0" style="width: 100%;"> <thead> <tr> <th style="text-align: left;">Department/Cluster Approval</th> <th style="text-align: left;">Date</th> </tr> </thead> <tbody> <tr><td>_____</td><td>_____</td></tr> <tr><td>_____</td><td>_____</td></tr> <tr><td>_____</td><td>_____</td></tr> <tr><td>_____</td><td>_____</td></tr> <tr><td>_____</td><td>_____</td></tr> <tr><td>_____</td><td>_____</td></tr> <tr><td>_____</td><td>_____</td></tr> <tr><td>_____</td><td>_____</td></tr> </tbody> </table>	Department/Cluster Approval	Date	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____
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*Instructional materials appropriate for English Language Learners are required.

**For AP/Honors course attach a page describing how this course is above and beyond a regular course. Also, explain why this course is the equivalent of a college level class.

1. Prerequisite(s):

None

2. Short description of course which may also be used in the registration manual:

Arroyo

Personal Law teaches several important ideas. The course principles and legal concepts that affect the individual and society. The need to know and to understand one’s legal rights and duties is emphasized. Since law is deeply rooted in everything we do, and is influenced by social and political events, young people need to know these things. New developments in consumerism, the power of regulatory agencies, the demands of environmentalists, equal employment laws, and tort, and negligence are all studied. Emphasis is given to contracts, protecting self in contract agreements, understanding rights and obligations in sales, enforcing warranties, protecting self in rental and real estate purchases, marriage and divorce conflicts, and electronic surveillance and search and seizure practices. Students learn about local ordinances. Criminal law, our court system, the juvenile system, jury duty, arrest and booking, small claims procedure, and appeals are covered. So are other areas.

Goals of the Course:

That everyone has rights and duties in everyday business and social relationships.

To be able to solve legal cases by applying appropriate laws.

Learn to assert personal legal rights when necessary.

Develop attitude of moral, ethical, and honest respect for law and others.

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Students must be informed of their rights and responsibilities in society. This class will instruct through traditional and group learning activities about areas of consumer, civil, and criminal law. This course includes activities such as a mock jury trial and small claims court procedures as well as utilizing court room television programs.

Goals of the Course:

To help the student understand some of the basic legal rights, duties, and responsibilities required as an adult.

To allow the student sufficient knowledge to be able to consider if a career in law would be rewarding vocation.

3. Describe how this course integrates the schools ESLRs (Expected School-wide Learning Results):
4. Describe the additional efforts/teaching techniques/methodology to be used to meet the needs of English Language Learners:
5. Describe the interdepartmental articulation process for this course:
6. Describe how this course will integrate academic and vocational concepts, possibly through connecting activities. Describe how this course will address work-based learning/school to career concepts:
7. Materials of Instruction (Note: Materials of instruction for English Language Learners are required and should be listed below.)
 - A. Textbook(s) and Core Reading(s):

Arroyo

- *Understanding Business and Personal Law*, 7th Ed., Brown/Rosenberg, McGraw-Hill, 1984
- *Teenagers and the Law*, Hanna, Ginn and Co., 1967
- *Your Legal Advisor*, Kling, Pocket Books, 1965
- *Summary of American Law*, Clark, Lawyers Coop Pub Co., 1963
- *How to Avoid Probate*, Dacey, Crown Pub., 1966
- *Deering's Calif Criminal Codes*, Bancroft, 1974-1987
- *California Jurisprudence*
- *Real Estate in California*, Smith, et.al., Gen Educ Pub., 1964
- *Social Security Handbook*, U.S. Dept. HEW Current
- *Lord of the Flies*, Golding, Capricorn Books, 1984

B. Supplemental Materials and Resources:

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- Misc. Law Subjects – newspaper, magazines, teacher originated
- Vehicle Code 1985 – Latest Edition (replaced as available)

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- *Consumer Law* Workbook, Force and Baum, South Western, 1982
- *Tort Law* Workbook, Force and Baum, South Western, 1982
- *Criminal Law* Workbook, Force and Baum, South Western, 1982
- Teacher prepared material
- Publishers test
- Outside resources

C. Tools, Equipment, Technology, Manipulatives, Audio-Visual:

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- Transparencies
- Video and television

8.

▪ **Objectives of Course**

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- Learn the kinds of laws
- Apply laws to given sets of facts of evidence to satisfactorily solve cases
- Develop attitudes and skills to avoid legal problems and liabilities
- Think logically, be accurate in decision making related to facts and law; develop self direction and individual responsibility
- Learn our court systems and be able to select the correct court for the particular case
- Improve driving safety attitudes and survival skills through simulated situations and law awareness
- Develop an attitude of self-worth; broaden sense of self-esteem; be able to function in the everyday work place and legal climate
- Learn personal rights related to search and seizure, police practices, arrest and booking procedures, and court appeals
- Become aware of local ordinances as they occur in various municipalities
- Become a skilled consumer related to law-based activities
- Improve ability to expand, or condense ideas in writing or orally; to communicate ideas through speaking or reading
- Develop awareness and appreciation for law-related occupations and careers

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- The student will cite on test and in the classroom the requirements of an enforceable contract, as well as the duties and responsibilities of both parties in a contract.

- The student will compare and evaluate the relationship between the buyer and seller of goods.
 - The student will extract the legal remedies from various sources for warranties and guarantees.
 - The student will relate in testing and the classroom the basis of the formation of law and the courts and the relationship of the attorney in the court system.
 - The student will relate in testing and classroom the elements making law complex and the necessity of a strong legal background to achieve legal purpose.
- **Unit detail including projects and activities including duration of units (pacing plan)**
 - **Indicate references to state framework(s)/standards (If state standard is not applicable then national standard should be used)**
 - **Student performance standards**
 - **Evaluation/assessment/rubrics**

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- Objective observation
 - Objective and subjective author-made test
 - Written homework assignments
 - Oral recitations
 - Mock court debate
 - Teacher-made worksheets
 - Student notebook
 - Subjective observation
 - Student-made assignments
 - Written assignments
 - Oral presentations
- **Include minimal attainment for student to pass course**

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- In all work, activities, case solutions, examinations, and projects, the student is expected to achieve 60% minimum grade both in quantity and quality.
- A student may improve his/her grade by participating in the extra-credit and oral activities offered in class weekly.

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- The student will read the text and complete questions that are part of homework assignments in 60% of the cases.
- The student must demonstrate knowledge of the course objectives by achieving a grade of 60% on author designed unit tests.