PUGET SOUND SKILLS CENTER

Central Washington University

Law & Justice Year 1 Syllabus 2026-27

Session Information

1st Session: 7:55am – 10:25am 2nd Session: 11:15am – 1:45pm * Monday – Friday

* Students from Tahoma and Federal Way are dismissed at 1:25pm and must complete the day's exit ticket to account for the missed time.

Class Location: PSSC # 208

Teacher Information

Name: Oscar Rodriguez Jr.
Email: oscar.rodriguez@highlineschools.org

Name: Anna Mora
Email: anna.mora@highlineschools.org

Phone: 206-631-7329
Office Hours: 7:25am – 2:15pm
Preferred Communication: Please use email or ParentSquare for communication. We are unable to answer our classroom phone during class time and are often in meetings outside of the room. Email will ensure the quickest response.

Culture of Learning

This class reinforces PSSC's school-wide Behavioral Agreements:
Be Present, Be Respectful, Be Engaged and Be Professional.

Students and teachers will create their own classroom version of these agreements in their class charter, through thoughtful discussion from the perspective of their industry's expectations. These agreements will be upheld through a positive, progressive support system including regular check-ins with individual students, quarterly self-assessments, positive reinforcement strategies, contact with sending schools, dialog with families, and interventions from our Student Success Dean and Counselor as needed.

Course Description

This College in the High School (CiHS) course offers students the opportunity to earn Central Washington University credit while exploring the foundations of political science and our criminal justice system. Through hands-on learning like mock trials, simulated crime scenes, and role-play scenarios, students will examine how laws are made, enforced, and challenged. Real-life case studies and ethical dilemmas will push students to think critically, communicate clearly, and make informed decisions. Throughout the course, students will dive into discussions on politics, government structures, and pressing social issues. They'll explore the balance between justice and fairness, public safety and individual rights, and how these ideas shape our communities. Whether you're interested in becoming a lawyer, police officer, journalist, or public servant, this class will deepen your understanding of how systems of power operate—and how you can influence change.

Student Learning Outcomes

The following standards will be covered and assessed in this course. This class will have 3 separate gradebooks, giving you a grade for each credit.*

Civics (CWU CiHS POSC 101 & POSC 210):

D2.Civ.7.9-12.	Apply civic virtues and democratic principles when working with others.
D2.Civ.5.9-12	Evaluate citizens' and institutions' effectiveness in addressing social and political problems at the local, state, tribal, national, and/or international level.
D2.Civ.4.9-12	Explain how the U.S. Constitution establishes a system of government that has powers, responsibilities, and limits that have changed over time and that are still contested.

PE:

Standard 1	Students will demonstrate competency in a variety of motor skills and movement patterns.
Standard 2	Students will apply knowledge of concepts, principles, strategies, and tactics related to movement and performance.
Standard 3	Students will demonstrate the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.
Standard 4	Students will exhibit responsible personal and social behavior that respects self and others.
Standard 5	Students will recognize the value of physical activity for health, enjoyment, challenge, self-express

CTE/Elective (Careers):

CTE.21ST.01.A.03	Elaborates, refines, analyzes and evaluates their own ideas in order to improve and maximize creative efforts
CTE.21ST.01.B.01	Develop, implement and communicate new ideas to others effectively
CTE.21ST.02.C.01	Effectively analyze and evaluate evidence, arguments, claims and beliefs
CTE.21ST.02.C.05	Reflect critically on learning experiences and processes
CTE.21ST.03.B.01	Demonstrate ability to work effectively and respectfully with diverse teams
CTE.21ST.07.A.01	Adapt to varied roles, job responsibilities, schedules and contexts
CTE.21ST.07.A.02	Work effectively in a climate of ambiguity and changing priorities
CTE.21ST.07.B.01	Incorporate feedback effectively
CTE.21ST.08.A.03	Utilize time and manage workload efficiently
CTE.21ST.08.B.01	Monitor, define, prioritize and complete tasks without direct oversight
CTE.21ST.09.A.02	Conducts self in a respectable, professional manner
CTE.21ST.10.B.01	Manages time and projects effectively

*Equivalency Credit Grading: Some course equivalencies may not be taught and assessed until later in the school year. Students may not have a grade recorded for these equivalencies until that time. This will be communicated on the class calendar and via email/ParentSquare if this will affect progress reports/quarter grades.

Scope and Sequence

This course covers the following units. Please see course calendar for more details.

- Unit 1: Political Science & Constitutional Law
- Unit 2: Introduction to the Courts
- Unit 3: Criminal Justice in America
- Unit 4: The Police Academy
- Unit 5: Training Day

Professional Attire & Uniform Requirements

Students must wear a lanyard with their PSSC Student ID daily, and PSSC-provided attire and/or program-specific uniform as directed.

Students will be wearing uniforms on days as instructed by teachers. Uniform tops will be provided, but students are responsible for having pants with belt loops. This primarily happens second semester for mock scenes. Students are also encouraged to have a professional outfit ready for mock trials (dress shirt, slacks, etc.).

Tuesdays and Thursdays are designated PE days and students are required to wear active clothes that allow safe movement. Shoes are not provided for your uniform, but you are required to wear shoes with laces, covered toes, and a back on the heel (sneakers, tennis shoes). Crocs, sandals, slippers, or slip on shoes will not suffice. This is for your safety and so that you can properly engage.

If you are unable to suit up, you will not receive full credit for the day's grade. You will always receive a 48 hour notice both in class and online on our class calendar.

Required Materials and Program Costs

There are no classroom fees, and uniforms will be provided. If you want your uniform customized, then that will need to be paid for by you.

Family/Teacher Communication

The quickest and most efficient way to reach instructors is through ParentSquare. The classroom phone is not usable during class time and if there is an emergency, please call the main office. They will get in contact with the teacher from there.

Course Technology

This course utilizes Microsoft Teams for Education, and access information will be shared with students and available for parents/guardians as needed.

3.0 Credits Offered Per Year

High School Equivalency Credits
Students will be enrolled in multiple gradebooks that reflect the equivalency credits available. **Some course equivalencies may not be taught and assessed until later in the school year. Students may not have a progress grade recorded for these equivalencies until that time.** Please reach out if you have any questions or concerns.

1.0 CTE/Elective

.5 Physical Education

.5 Civics

College Dual Credits
PSSC dual credit programs give students the opportunity to earn high school and college credit at the same time. Most programs have "Dual Credit Articulations" with specific colleges, and others are College in the High School (CiHS) courses such as those with Central Washington University. These credits may only be earned by successfully completing the course and all of the requirements set forth by the colleges. Most dual credit articulations require students earn a C or better for every semester in the program, though some require a B. CiHS programs will have additional information listed on their syllabus.

Central Washington University (see end of syllabus for grading details)

1st Year
5 credits POSC 101 Intro to Politics
5 credits POSC 210 American Politics

2nd Year
5 credits SOC 101 Social Problems
5 credits COM 250 Introduction to Public Speaking

Standards-Based Grading

Grades are a reflection of learning. Student work is scored on rubrics for the grade-level standards we are learning. Students demonstrate learning through assignments, activities and assessments.

- Formative Assessments: Measures understanding during a learning experience
- Summative Assessments: Measures understanding after a learning experience is complete
- Reassessments: Measures understanding after more learning (see below)

Learn more about standards-based grading: highlineschools.org/grading
[Here are some examples of how teachers can communicate the importance of students completing formative assessments:

- Formative assessments are required because they help you practice skills and give you feedback on your learning before the summative assessment.
- The most recent scores of formative or summative assessments are generally used to calculate your grade. Formative assessments you complete early in the semester provide you with feedback on your learning and guide you on how to improve your grade.]

[Whenever possible, assessments should cover the entire standard. However, we recognize many standards take more than three to four weeks to teach. Read more about this in the Standards Based Grading Handbook.

Some standards in this class take more than three to four weeks to learn, and some may not be fully addressed until 2nd semester. We will do formative assessments on these standards when you should be at a "2" on the standard rubric, but before you are expected to fully master the standard. When this happens, you will see "Target 2" in the title of the assignment in the gradebook. While the score will not affect your grade it will give you important feedback to know if you are on track to learn the standard.

Assessment Methods

At the Skills Center, students are expected to be here every day. With this in mind, reassessment is usually not possible due to the hands-on nature of the course. Our school's policy is that students cannot reassess once the current unit is over. Most assessments happen at the end of the unit. By remaining in this course you are accepting that you need to be present during assessments and will not be able to reassess.

- Quizzes and examinations (final unit exams cannot be reassessed)
- Class discussions and debate participation (no reassessment)
- Research projects and presentations
- Case studies and real-world scenarios
- Mock scenes & mock trials (no reassessment)
- Industry recognized certifications (no reassessment)
- PE participation (no reassessment)
- Portfolio project/interview (no reassessment)

End of Course Exams

At the end of the year, students will take an End-of-Course exam that will include a written exam, and a practical (hands-on) exam. These exams are designed to measure student mastery of program competencies, ensure alignment with industry expectations, and support student readiness for workforce or advanced program placement

Student Expectations and Support Needs

Students are expected to fully engage in our learning community and complete all assignments as part of individual and collective learning. Please contact me if you need additional time to complete work or need support to engage in our learning community. If you struggle to complete work and engage in our learning community, I will schedule a meeting with your family to discuss concerns and identify ways to support your learning.

Our goal is to maximize each student's opportunity for success in life and work, but some students may need supports beyond what PSSC is able to provide. We will work with the staff at sending schools and families to make reasonable efforts in accommodation. However, industry-mandated safety standards and expectations are non-negotiable items.

PSSC classes are 2 ½ hour blocks, and CTE preparatory courses. The ability to be self-motivated and work without direct oversight and redirection is crucial to success. Teamwork and working independently are both necessary skills in life and expectations in the workplace. These 21st Century Skills standards are as important as the technical skills students can master. In situations where these standards cannot be met with accommodations provided, we will work with the necessary parties to ensure a more suitable placement.

Expectations for Independent Work

PSSC students are expected to work successfully in teams and independently toward skills mastery, as they would in industry. Independent work within the program (student projects) must align with the program's curriculum and framework. Students working on their Capstone Showcase or Community Impact Project should choose something that demonstrates their advanced levels of mastery in their program content. Students will complete a project training plan that details the skills, standards and assessment criteria which will be used to determine the project's grade.

Reassessment Policy

Continued learning is necessary and always encouraged when you do not yet show proficiency in a standard. I will share reassessment opportunities for you to improve your grade. This does not necessarily mean redoing the same assignment or assessment again. Standards are continually reassessed so students will have opportunities to show mastery of a given standard multiple times before end of unit assessments.

Reassessment Opportunities

Reassessment opportunities will be determined by the instructor and clearly published, including how reassessment is earned, and how long it may be available. Not all assignments and evaluations are eligible for reassessment, especially those done in a lab setting.

Grades

In StudentVUE and ParentVUE, the most recent scores for essential standards are averaged and generate a letter grade based on this scale*:

- **A: 4.0-3.2 -** Student is meeting most standards and exceeding on some.
- **B: 3.19-2.4** - Student is meeting most standards and may be approaching or exceeding on some.
- **C: 2.39-1.6** - Student is approaching on most standards and may be beginning or meeting on some.
- **D: 1.59-1.2** - Student is beginning on most standards and may be approaching on some.
- **NC: 1.19-0.00** - Student has not yet demonstrated learning on most standards and may be beginning in some. In high school, the NC does not earn credit for a course.

*These are general descriptions and there may be exceptions.

Recommended Academic Skills

Students in all programs will be working toward several Industry Recognized Certifications (IRCs), including ones focused on their career field, and ones that are useful in any job setting. Many programs are also "College in the High School" courses taught and graded to that college's standards. Because these IRCs and college-level courses require advanced academic ability, students will have the greatest success in earning these certifications and/or college credit with the following skills:

Reading Level: 9th grade and above
Math Level: n/a

Industry-Recognized Certifications (IRCs)

Industry-Recognized Certifications (IRCs) are an important component of every program at PSSC. Some of these certifications will be specific to the industry you are training for and are a requirement for entering the workforce. Some of them will be beneficial no matter what career field you enter. It is projected that more than 75% of jobs in Washington state will require credentials, certifications and/or education beyond a high school diploma, so our students are getting a head start. Every student will complete at least one IRC.

- CPR/First Aid
- Bloodborne Pathogens
- Stop the Bleed
- FBI Trauma Notification Training
- FEMA ICS
- 21st Century Success Skills
- OSHA 10

PSSC Capstone Project

To successfully complete your Career and Technical Education (CTE) program at PSSC, you must complete a Capstone Project and present it. This is mandatory for earning credit during 2nd semester and could impact your ability to earn the CTE graduation pathway. This project demonstrates the skills and knowledge you've gained throughout your time in the program, the IRCs you have earned, and readiness to enter your chosen career field or continue your education. It will also include a showcase of your best work. It is a graduation requirement that cannot be waived. You will be given a checklist with the requirements.
Along with your main project, all students must complete the essential professional documents including:

- a resume
- a cover letter
- a thank you email
- an reference request email
- a reference list
- a showcase of exemplar work to be presented
- and a written reflection essay summarizing the year's learning and your plan for the future
- performance evaluations (student monthly or quarterly self-reflections & teacher feedback)

Capstone Project Showcase for 1st Year Students:

- Complete a presentation of your capstone and your best work to industry professionals, family, and/or friends, as required by your program.

Community Impact Project for 2nd Year Students:

- Research and complete an individual or group project that showcases multiple industry skills mastered and meets a need in the community. 2nd year students will have already completed the minimum professional documents requirements during the previous year, though their resume should be updated regularly.

Work-Based Learning (WBL)

WBL is an instructional strategy that provides students with career exploration opportunities and hands-on learning where knowledge gained in CTE courses can be applied to real-life work experiences. The goal of every work-based learning program is to prepare students for the next generation of the workforce. PSSC students will participate in WBL through their program, and some may earn elective credits.

All PSSC students will participate in some form of Work-Based Learning, and fill out a contract at the beginning of the year to start the process.

Common WBL opportunities

- Job placement in career pathway
- Internships
- Clinicals
- Externships
- Field Trips to Industry Sites
- College Visits

Leadership

Leadership is a key component of (Program) where your student can be a member of a Career & Technical Student Organization (CTSO). Our CTSO is SkillsUSA. The purpose of SkillsUSA is to encourage the development of vocational understanding, leadership qualities, social awareness, and a sense of responsibility to school and community. It is each student's choice as to how active they will become in SkillsUSA.

Partial list of leadership opportunities:

- attend SkillsUSA conferences and competitions
- perform a community service project
- be a student leader or class officer in your program
- serve as an ASB representative
- lead campus tours

volunteer for career days at elementary and middle schools

STUDENT PERSONAL SMART DEVICES POLICY (CELL PHONE, TABLETS, HEADPHONES/EAR PODS)

Purpose: The guiding language from Governor Ferguson is "Away for the Day" - To keep phones from disrupting learning, increased safety, productivity and well-being.

When Phones Must Be Put Away

- During class: Phones off or on Do Not Disturb, stored in backpack or designated classroom location
- Classroom breaks: No phone use while moving between spaces
- Restroom passes: Leave phone in classroom when using the restroom

When Phones Are Allowed

- Before school: Anytime before the bell rings
- After school: Anytime after your session's final bell

Emergency Communication

- Parents: Call the main office directly in emergencies at (206) 631-7300
- Students: Get a pass to use the office phone for urgent calls

Classroom Use & Exceptions

- No instructional use unless pre-approved by an administrator
- Computers available at all school sites for academic work
- Accommodations honored: Students with 504, IEP, MV, or Health Plans may use devices as documented

Consequences (Progressive)

1. First: Verbal reminder to store phone properly from the classroom instructor – documented in Synergy
2. Second: Phone confiscated by classroom instructor for the period; possible admin referral – documented in Synergy
3. Third: Admin referral and parent/guardian contact and phone to be held by the Dean of Student Success – documented in Synergy

Immediate referral if the disruption is significant or dangerous – documented in Synergy

Goal: These steps are instructive, not punitive, to maintain a respectful and safe learning environment.

Attendance Policy

The seat time mandate for CTE courses in Washington ensures students receive sufficient instructional hours and hands-on training time to master necessary technical skills. Prescribed minimum seat time safeguards the quality of CTE programs by allowing for in-depth classroom learning, adequate lab practice on equipment, and fulfillment of certification requirements. Upholding seat time standards is crucial for preparing a workforce with job-ready expertise meeting industry needs. To align with our 4 PSSC Agreements, all students will complete an attendance contract at the beginning of the year, signed by themselves and their parent/guardian.

Therefore, it is critical that students are present. **Whether excused or unexcused, missed time is missed time**.

1. Upon entering the classroom, each student will scan the QR code to check in for the day, and put their smart devices in the designated area in the classroom. It is their responsibility as a student to complete the QR code so their presence is documented for the day. If they do not complete the QR code, the student will be marked absent.
2. As a professional courtesy, please contact the course instructor via email, voice text or phone call.
3. Absences may be excused **by a parent/guardian** by the following methods within 48 hours of the absence:
   a. Phone call to PSSC Attendance Specialist, Kelsey Gomez (206) 631-7353
   b. Email to Ms. Kelsey (kelsey.gomez@highlineschools.org)
   c. Text message to Ms. Kelsey through Google Voice at (425) 298-7345
   d. Hand-written note turned into PSSC Attendance Specialist Kesley Gomez
4. Please include the following information in the note, call or email:
   a. Student Name
   b. Parent/Guardian Name
   c. Program Name
   d. Date of the absence
   e. Reason for the absence
5. Students who are 18 years of age may excuse their own absence **in writing only** for the following reasons: school-related absence, medical appointment, or personal illness.
6. Prearranged absence forms are in the office. The form must be completed with all required signatures before departure date. This form will be shared with your sending school as well.
7. Reassessment opportunities will be determined and clearly published by the instructor. Not all assignments and evaluations are eligible for reassessment, especially those done in a lab setting.

Student Handbook: See website for most updated version.

Eligibility to Return as a 2nd Year Advanced Student

Commented [TP2]: Update this language with whatever ends up in the handbooks.

@Trish Mcguire @Tony Poplin

All PSSC students will have quarterly performance evaluations with their PSSC teachers to assess success in their program, and communication will take place with the student success dean, counselor, sending school and families when additional supports are needed.

In order to return as a 2nd Year Advanced Student, they must demonstrate mastery of content and skills considered necessary by their industry-trained teacher(s) and pass the End-of-Course exam. Students must also successfully earn the schoolwide and program specific required IRCs.

Students who are unable to complete the required skills, and unable to pass the End-of-Course exam, and IRCs in one year may be eligible to return to PSSC for another year and additional time to complete those items, but would not have earned the advanced status to be considered a 2nd Year Advanced Student.

Students who return to PSSC and enroll in a different program will also be considered a 1st year student, as it is their first year in that program.

Students may attend the same program at PSSC for a maximum of two school years. However, this does not count summer school which is open to students who have finished the 8th grade until the summer before their senior year.

Academic Honesty

We take academic honesty seriously. You are expected to maintain the highest levels of integrity. It is important that we can assess what you know and can do independently so that we can accurately support your learning. Here are guidelines that ensure that you are upholding academic honesty:

- Do your own work: Do not copy or plagiarize someone else's work, including text, images or ideas. Strive to produce original work that represents your own thoughts and ideas.
- Give credit: If you use a source such as a book, article, website or generative Artificial Intelligence, you must give appropriate credit. Include a citation that clearly identifies the source of your information.

Failure to uphold academic honesty will be addressed and corrected, including but not limited to re-doing the assignment and family conferences. Academic honesty ensures you are learning and growing in the most effective way possible.

Artificial Intelligence (AI) and Academic Integrity

AI tools may be used to support work in this class when specifically allowed by the teacher — but not to replace student thinking or voice. Students are expected to follow assignment-specific guidance and identify when AI is used in submitted work. Submitting AI-generated work as one's own without permission or explanation is not acceptable and considered academic dishonesty.

Language Support

If you need language support to understand this document, contact your school office at 206-631-7300.
Si necesita ayuda con el idioma para comprender este documento, por favor comuníquese con la oficina de su escuela al 206-631-7300.
Nếu quí vị cần hỗ trợ về ngộn ngữ để hiểu tài liệu này, xin liên lạc với văn phòng trường học của con em quí vị số 206-631-7300.
Haddii aad u baahan tahay taageerada luqadda si aad u fahamto dukumeentigan, kala xidhiidh xafiiska dugsigaaga 206-631-7300.
ਜੇਕਰ ਤੁਹਾਨੂੰ ਆਪਣੀ ਭਾਸ਼ਾ ਵਿੱਚ ਗੱਲਬਾਤ ਕਰਨ ਲਈ ਮਦਦ ਚਾਹੀਦੀ ਹੈ ਤਾਂ ਕਿਰਪਾ ਕਰਕੇ ਆਪਣੇ ਸਕੂਲ ਦੇ ਦਫ਼ਤਰ ਵਿੱਚ ਸੰਪਰਕ ਕਰੋ। 206-631-7300.
اگر برای دانش‌آموز این سند به خدمات ترجمه نیاز دارید، لطفاً با شماره 2066317300 با تیم تماس گرفته حل مطلب نمایید.

Central Washington University Policies & Procedures for Credit:

CWU Credit Process: Students and families are responsible for completing the registration process to earn CWU credit for the PSSC Teaching Academy course. There are strict deadlines to register for college credit as well as strict deadlines to drop or withdraw from the course. PSSC instructors will help students and families complete all steps necessary.

CWU POSC 101 Intro to Politics: This course explores the meanings of power, political actors, resources of power and how they are being used for what purposes, under what ideological, institutional and policy processes affecting our quality of life.

Course Student Outcomes:

- Identify the basic terminologies, concepts, political processes, and theories in the study of politics and power structure
- Students will distinguish the issues of "what to see," "why," and "how to see" in real world situations: recognize the dynamic and complex structure of power within which diverse political issues occur.
- Analyze and identify political actors, their resources of power, and the interconnections between political, social and economic power.
- Appraise how citizens in a given society can effectively participate in political processes and impact government's policy decisions
- Explain how various types of political ideologies, political culture, government institutions, levels of industrialization, geographic location and current globalization phenomena affect people's lives.
- Apply knowledge and critical thinking skills to about "things political" to stimulate continued inquiries in the study of politics.

CWU POSC 210 American Politics: Origin and development of the United States government; structure, political behavior, organizations, and processes; rights and duties of citizens.

Course Student Outcomes:

- Recognize the procedures and purposes of the major US institutions (Congress, Presidency, Courts and Federalism.)
- Describe and explain the historical development of US political culture and voter preferences.
- Analyze how individual citizens collect political information and develop values and policy preferences, and express them through political participation.
- Examine evolving rights & responsibilities in US Constitution, Bill of Rights and appraise their effects upon US political development, culture, diversity and citizenship.
- Evaluate major historical and current public policy debates and differentiate arguments and positions.
- Identify collective decision making procedures of the US government; apply disciplinary models to explain outcomes.
- Identify and explain basic concepts of American politics and government used in political science and the real world.

Required Assessments: All assignments in our PSSC Law & Justice course contribute to students grades for CWU college credit.

CWU Grade Scale:

A A-	4.0 3.7	Excellent	Meets all objectives of the course and fulfills all requirements; performs at a level that reflects excellence
B+ B B-	3.3 3.0 2.7	Good	Meets all objectives of the course and fulfills all requirements; performs at a high level
C+ C C-	2.3 2.0 1.7	Satisfactory	Meets all objectives of the course and fulfills all requirements; performs at a satisfactory level
D+ D D-	1.3 1.0 0.7	Marginal Pass	Makes progress toward meeting the course objectives; fulfills course requirements at a substandard level
F	0	Failure	Fails to meet the course objectives; does not fulfill course requirements

By signing below, I acknowledge that I have read, understood, and agree to the expectations, policies, and procedures outlined in the syllabus for Puget Sound Skills Center's Law & Justice program. I understand the importance of adhering to these guidelines to ensure a successful and productive academic experience.

I am aware of the grading policy, class requirements, and behavioral expectations. I commit to participating actively, completing assignments on time, and communicating with my teacher when I need help or clarification.

Should I have any questions or concerns regarding the course, I will reach out to my instructor promptly.

Student Name (Printed): _____

Student Signature: _____

Date: _____

Parent/Guardian Name (Printed): _____

Parent/Guardian Signature: _____

Date: _____