**COURSE DESCRIPTION**

**Course Title:** Street Law

**Course Number:** 00167

**Course Prerequisites:** None

**Course Description:** Street Law is a semester long social studies elective that serves as an introductory course to law and legal systems in the United States. Units will include: Introduction to Law; Constitutional Law; Criminal Law, and the Criminal Justice Process; and Civil Law (Torts, Contracts, Family Law, and Individual Rights). Students will touch on broad and specific legal topics to give them a better understanding of law and how it affects real life. Students will use case studies, individual research, group discussion/debate, guest speakers, and mock trials throughout the course.

**Suggested Grade Level**: Grades 10-12

**Length of Course:** One Semester

**Units of Credit:** .5

**PDE Certification and Staffing Policies and Guidelines (CSPG) Required Teacher Certifications:**

CSPG 59 – Social Studies 7-12

To find the CSPG information, go to [CSPG](https://www.education.pa.gov/Educators/Certification/Staffing%20Guidelines/Pages/default.aspx)

**Certification verified by the WCSD Human Resources Department:** [x] Yes [ ] No

**WCSD STUDENT DATA SYSTEM INFORMATION**

**Course Level:** Academic

**Mark Types:** Check all that apply.

[x] F – Final Average [x] MP – Marking Period [x] EXM – Final Exam

**GPA Type**: [ ]  GPAEL-GPA Elementary [ ]  GPAML-GPA for Middle Level [x]  NHS-National Honor Society

[x]  UGPA-Non-Weighted Grade Point Average [x]  GPA-Weighted Grade Point Average

**State Course Code**: 04162 Law Studies

To find the State Course Code, go to [State Course Code](https://nces.ed.gov/forum/sced.asp), download the Excel file for *SCED*, click on SCED 6.0 tab, and choose the correct code that corresponds with the course.

**TEXTBOOKS AND SUPPLEMENTAL MATERIALS**

**Board Approved Textbooks, Software, and Materials:**

**Title:**  Street Law: A Course in Practical Law, Ninth Edition

**Publisher:** McGraw Hill Education

**ISBN #:**  9780021429257

**Copyright Date:** 2016

**WCSD Board Approval Date:** 4/12/2021

**Supplemental Materials:**

* Online News Resources
* Supreme Court Cases
* The US Constitution

**Curriculum Document**

**WCSD Board Approval:**

**Date Finalized:** 5/22/2023

**Date Approved:**  6/12/2023

**Implementation Year:** 2023/2024

**SPECIAL EDUCATION, 504, and GIFTED REQUIREMENTS**

The teacher shall make appropriate modifications to instruction and assessment based on a student’s Individual Education Plan (IEP), Chapter 15 Section 504 Plan (504), and/or Gifted Individual Education Plan (GIEP).

**SCOPE AND SEQUENCE OF CONTENT, AND CONCEPTS**

**Marking Period 1**

* Introduction to Law and the Legal System
* Criminal Law and Juvenile Justice

**Marking Period 2**

* Torts
* Consumer Law
* Family Law
* Individual Rights and Liberties

**Marking Period 3**

* Introduction to Law and the Legal System
* Criminal Law and Juvenile Justice

**Marking Period 4**

* Torts
* Consumer Law
* Family Law
* Individual Rights and Liberties

**Standards/Eligible Content and Skills**

| **Performance Indicator** | **PA Core Standard and/or Eligible Content** | **Marking Period Taught**  |
| --- | --- | --- |
| Define the term law | 5.1.12.A; C | MP1MP3 |
| Explain several reasons for having laws | 5.1.12.B; E5.2.12.B | MP1MP3 |
| Explain why rule of law is important in a democratic society | 5.1.12.B-C5.2.12.A-D | MP1MP3 |
| List several laws that affect daily life in our society | 5.1.12.B; D-E5.2.12.A-C | MP1MP3 |
| Describe the role of the legislative branch of government | 5.1.12.B5.2.12.C5.3.12.A-C | MP1MP3 |
| Distinguish among the types of laws typically made at local, state, and federal levels of Government | 5.1.12.B5.2.12.C5.3.12.A-C | MP1MP3 |
| Define the terms lobbying and grassroots lobbyists | 5.3.12.D; H | MP1MP3 |
| Describe the various methods that lobbyists use as they attempt to influence legislation | 5.2.12.B-C5.3.12.D; G-H | MP1MP3 |
| Evaluate the impact of lobbying and campaign contributions on lawmaking | 5.2.12.B-C5.3.12.D; G-H | MP1MP3 |
| List, describe, and distinguish among the three most common methods for settling disputes out of court | 5.2.12.A-D | MP1MP3 |
| Recognize the various court systems – local, state, and federal | 5.1.12.D5.3.12.A | MP1MP3 |
| Describe the roles of judges, juries, defense attorneys, prosecutors, and plaintiffs in a trial | 5.2.12.C-D5.3.12.C | MP1MP3 |
| Analyze situations to determine whether a person involved should hire a lawyer or not | 5.1.12.C; E5.2.12.A-B | MP1MP3 |
| Analyze crime in the United States – describing the nature and causes of the crime | 5.1.12.A-B5.2.12.B5.3.12.J | MP1MP3 |
| Recognize the categories of crimes such as state and federal crimes, crimes of omission, preliminary crimes, misdemeanors, and felonies | 5.1.12.A5.3.12.B-C | MP1MP3 |
| Differentiate between crimes against the person and crimes against property | 5.1.12.C5.2.1 | MP1MP3 |
| Recognize and describe the defenses available to people accused of a crime | 5.1.12.C; E5.2.12.A | MP1MP3 |
| Analyze and assess the criminal justice process from the rules that police must follow when conducting arrests, through the proceedings that occur before trial and the constitutional protections that shape the trial itself, to issues dealing with sentencing and corrections | 5.1.12.C; E5.2.12.A; C-D | MP1MP3 |
| Analyze the juvenile justice system and the challenges that occur with the juvenile justice system | 5.1.12.C; E5.2.12.A; C-D | MP1MP3 |
| Describe each step in the process as offenders move through the juvenile courts | 5.1.12.C; E5.2.12.A; C-D | MP1MP3 |
| Define tort law | 5.1.12.C5.2.12.A-B5.3.12.C | MP2MP4 |
| Identify the parties in a civil lawsuit | 5.1.12.C5.2.12.A-B; D | MP2MP4 |
| Apply basic concepts such as liability, settlement, and damages | 5.1.12.C5.2.12.A-B; D5.3.12.C | MP2MP4 |
| Recognize the two general types of intentional torts – actions taken to deliberately harm another person and actions taken to harm property | 5.1.12.A; C; E5.2.12.A-B5.3.12.C | MP2MP4 |
| Describe how the judicial system treats intentional torts | 5.1.12.A; C; E5.2.12.A-B5.3.12.C | MP2MP4 |
| Describe defenses to intentional torts | 5.1.12.A; C; E5.2.12.A-B5.3.12.C | MP2MP4 |
| Explain the concept of negligence | 5.1.12.A; C; E5.2.12.A-B | MP2MP4 |
| Analyze the legal elements of negligence | 5.1.12.A; C; E5.2.12.A-B | MP2MP4 |
| Describe torts in which defendants are held to strict liability standards due to being engaged in highly hazardous activities | 5.1.12.A; C; E5.2.12.A-B5.3.12.C | MP2MP4 |
| Recognize the function of the tort law system as it relates to public policy | 5.1.12.A; C; E5.2.12.A-B5.3.12.C | MP2MP4 |
| Evaluate the importance and fairness of the tort system | 5.1.12.A; C; E5.2.12.A-B5.3.12.C | MP2MP4 |
| Examine contracts and their elements | 5.1.12.E5.2.12.A | MP2MP4 |
| Describe expressed and implied warranties and disclaimers | 5.2.12.A-B | MP2MP4 |
| Recognize the costs and risks of credit and the importance of managing money wisely and building good credit | 5.2.12.A | MP2MP4 |
| Analyze common deceptive sales practices – telemarketing scams and bait-and-switch techniques | 5.2.12.A-B5.3.12.D | MP2MP4 |
| Describe federal, state, and local laws and agencies that regulate sellers and protect customers | 5.1.12.B; E5.3.12.C-D | MP2MP4 |
| Analyze issues of consumer awareness when making major purchases | 5.2.12.A; D | MP2MP4 |
| Describe the legal issues of marriage and divorce | 5.1.12.E5.2.12.A-B; D5.3.12.C | MP2MP4 |
| Explain the financial responsibilities of couples dealing with issues of marriage and divorce | 5.1.12.A; E5.2.12.B; D | MP2MP4 |
| Recognize local, state, and federal rules regarding adoption and assisted fertility | 5.1.12.B5.2.12.A-D5.3.12.C | MP2MP4 |
| Discuss legal issues and resources devoted to abuse issues – partner and child | 5.1.12.A5.3.12.C | MP2MP4 |
| Describe how the Constitution establishes the basic framework of government and how the Bill of Rights protects the basic individual rights | 5.1.12.A-B5.2.12.A-C5.3.12.C | MP2MP4 |
| Recognize the scope of the government’s ability to regulate expression of speech and press and in some instances prevent and punish it | 5.1.12.A-B5.2.12.A-C5.3.12.C | MP2MP4 |
| Explain how the establishment clause and the free exercise clause work together to ensure that the government protects religious freedoms | 5.1.12.A-B5.2.12.A-C5.3.12.C | MP2MP4 |
| Describe and discuss due process, the right to privacy and discriminations and how the court system attempts to provide a balance between the rights of individuals and the needs of the community | 5.1.12.A-B5.2.12.A-C5.3.12.C-D; F | MP2MP4 |
| Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole | CC.8.5.11-12.A | MP1MP2MP3MP4 |
| Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and idea | CC.8.5.11-12.B | MP1MP2MP3MP4 |
| Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain | CC.8.5.11-12.C | MP1MP2MP3MP4 |
| Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g., how Madison defines faction in Federalist No. 10) | CC.8.5.11-12.D | MP1MP2MP3MP4 |
| Analyze in detail how a complex primary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole  | CC.8.5.11-12.E | MP1MP2MP3MP4 |
| Evaluate authors’ differing points of view on the same historical event or issue by assessing the authors’ claims, reasoning, and evidence  | CC.8.5.11-12.F | MP1MP2MP3MP4 |
| Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem | CC.8.5.11-12.G | MP1MP2MP3MP4 |
| Evaluate an author’s premises, claims, and evidence by corroborating or challenging them with other information  | CC.8.5.11-12.H | MP1MP2MP3MP4 |
| Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources  | CC.8.5.11-12.I | MP2MP4 |
| By the end of grade 12, read and comprehend history/social studies texts in the grades 11-CCR text complexity band independently and proficiently | CC.8.5.11-12.J | MP1MP2MP3MP4 |
| Write arguments focused on discipline-specific content | CC.8.6.11-12.A | MP1MP2MP3MP4 |
| Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes | CC.8.6.11-12.B | MP1MP2MP3MP4 |
| Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience | CC.8.6.11-12.C | MP1MP2MP3MP4 |
| Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience | CC.8.6.11-12.D | MP1MP2MP3MP4 |
| Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information | CC.8.6.11-12.E | MP1MP2MP3MP4 |
| Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation | CC.8.6.11-12.F | MP1MP2MP3MP4 |
| Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation | CC.8.6.11-12.G | MP1MP2MP3MP4 |
| Draw evidence from informational texts to support analysis reflection, and research | CC.8.6.11-12.H | MP1MP2MP3MP4 |
| Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences | CC.8.6.11-12.I | MP1MP2MP3MP4 |

**ASSESSMENTS**

**PDE Academic Standards, Assessment Anchors, and Eligible Content:** The teacher must be knowledgeable of the PDE Academic Standards, Assessment Anchors, and Eligible Content and incorporate them regularly into planned instruction.

**Formative Assessments:** The teacher will utilize a variety of assessment methods to conduct in-process evaluations of student learning.

**Effective formative assessments for this course include but are not limited to:**

* Journal Entry
* Entry/Exit Ticket
* Thinking Map
* Verbal Explanation
* Observation
* Artifacts
* Reflection/Summary
* Quiz

**Summative Assessments:** The teacher will utilize a variety of assessment methods to evaluate student learning at the end of an instructional task, lesson, and/or unit.

**Effective summative assessments for this course include but are not limited to:**

* Marking Period Assessment/Final Exam
* Writing a Paper/Essay
* Performance Tasks
* Project
* Tests
* Portfolio