

WARREN COUNTY SCHOOL DISTRICT

PLANNED INSTRUCTION

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](#)

Certification verified by the WCSD Human Resources Department: ☒ Yes ☐ No

WCSD STUDENT DATA SYSTEM INFORMATION

Course Level: Academic

Mark Types: Check all that apply.

☒ F – Final Average ☒ MP – Marking Period ☒ EXM – Final Exam

GPA Type: ☐ GPAEL-GPA Elementary ☐ GPAML-GPA for Middle Level ☒ NHS-National Honor Society

☒ UGPA-Non-Weighted Grade Point Average ☒ GPA-Weighted Grade Point Average

State Course Code: 04162 Law Studies

To find the State Course Code, go to [State Course Code](#), download the Excel file for SCED, click on SCED 6.0 tab, and choose the correct code that corresponds with the course.

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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

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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	MP1 MP3
Explain several reasons for having laws	5.1.12.B; E 5.2.12.B	MP1 MP3
Explain why rule of law is important in a democratic society	5.1.12.B-C 5.2.12.A-D	MP1 MP3
List several laws that affect daily life in our society	5.1.12.B; D-E 5.2.12.A-C	MP1 MP3
Describe the role of the legislative branch of government	5.1.12.B 5.2.12.C 5.3.12.A-C	MP1 MP3
Distinguish among the types of laws typically made at local, state, and federal levels of Government	5.1.12.B 5.2.12.C 5.3.12.A-C	MP1 MP3
Define the terms lobbying and grassroots lobbyists	5.3.12.D; H	MP1 MP3
Describe the various methods that lobbyists use as they attempt to influence legislation	5.2.12.B-C 5.3.12.D; G-H	MP1 MP3
Evaluate the impact of lobbying and campaign contributions on lawmaking	5.2.12.B-C 5.3.12.D; G-H	MP1 MP3
List, describe, and distinguish among the three most common methods for settling disputes out of court	5.2.12.A-D	MP1 MP3
Recognize the various court systems – local, state, and federal	5.1.12.D 5.3.12.A	MP1 MP3
Describe the roles of judges, juries, defense attorneys, prosecutors, and plaintiffs in a trial	5.2.12.C-D 5.3.12.C	MP1 MP3
Analyze situations to determine whether a person involved should hire a lawyer or not	5.1.12.C; E 5.2.12.A-B	MP1 MP3
Analyze crime in the United States – describing the nature and causes of the crime	5.1.12.A-B 5.2.12.B 5.3.12.J	MP1 MP3
Recognize the categories of crimes such as state and federal crimes, crimes of omission, preliminary crimes, misdemeanors, and felonies	5.1.12.A 5.3.12.B-C	MP1 MP3
Differentiate between crimes against the person and crimes against property	5.1.12.C 5.2.1	MP1 MP3
Recognize and describe the defenses available to people accused of a crime	5.1.12.C; E 5.2.12.A	MP1 MP3
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; E 5.2.12.A; C-D	MP1 MP3
Analyze the juvenile justice system and the challenges that occur with the juvenile justice system	5.1.12.C; E 5.2.12.A; C-D	MP1 MP3

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Performance Indicator	PA Core Standard and/or Eligible Content	Marking Period Taught
Describe each step in the process as offenders move through the juvenile courts	5.1.12.C; E 5.2.12.A; C-D	MP1 MP3
Define tort law	5.1.12.C 5.2.12.A-B 5.3.12.C	MP2 MP4
Identify the parties in a civil lawsuit	5.1.12.C 5.2.12.A-B; D	MP2 MP4
Apply basic concepts such as liability, settlement, and damages	5.1.12.C 5.2.12.A-B; D 5.3.12.C	MP2 MP4
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; E 5.2.12.A-B 5.3.12.C	MP2 MP4
Describe how the judicial system treats intentional torts	5.1.12.A; C; E 5.2.12.A-B 5.3.12.C	MP2 MP4
Describe defenses to intentional torts	5.1.12.A; C; E 5.2.12.A-B 5.3.12.C	MP2 MP4
Explain the concept of negligence	5.1.12.A; C; E 5.2.12.A-B	MP2 MP4
Analyze the legal elements of negligence	5.1.12.A; C; E 5.2.12.A-B	MP2 MP4
Describe torts in which defendants are held to strict liability standards due to being engaged in highly hazardous activities	5.1.12.A; C; E 5.2.12.A-B 5.3.12.C	MP2 MP4
Recognize the function of the tort law system as it relates to public policy	5.1.12.A; C; E 5.2.12.A-B 5.3.12.C	MP2 MP4
Evaluate the importance and fairness of the tort system	5.1.12.A; C; E 5.2.12.A-B 5.3.12.C	MP2 MP4
Examine contracts and their elements	5.1.12.E 5.2.12.A	MP2 MP4
Describe expressed and implied warranties and disclaimers	5.2.12.A-B	MP2 MP4
Recognize the costs and risks of credit and the importance of managing money wisely and building good credit	5.2.12.A	MP2 MP4
Analyze common deceptive sales practices – telemarketing scams and bait-and-switch techniques	5.2.12.A-B 5.3.12.D	MP2 MP4
Describe federal, state, and local laws and agencies that regulate sellers and protect customers	5.1.12.B; E 5.3.12.C-D	MP2 MP4
Analyze issues of consumer awareness when making major purchases	5.2.12.A; D	MP2 MP4
Describe the legal issues of marriage and divorce	5.1.12.E 5.2.12.A-B; D 5.3.12.C	MP2 MP4

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Explain the financial responsibilities of couples dealing with issues of marriage and divorce	5.1.12.A; E 5.2.12.B; D	MP2 MP4
Recognize local, state, and federal rules regarding adoption and assisted fertility	5.1.12.B 5.2.12.A-D 5.3.12.C	MP2 MP4
Discuss legal issues and resources devoted to abuse issues – partner and child	5.1.12.A 5.3.12.C	MP2 MP4
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-B 5.2.12.A-C 5.3.12.C	MP2 MP4
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-B 5.2.12.A-C 5.3.12.C	MP2 MP4
Explain how the establishment clause and the free exercise clause work together to ensure that the government protects religious freedoms	5.1.12.A-B 5.2.12.A-C 5.3.12.C	MP2 MP4
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-B 5.2.12.A-C 5.3.12.C-D; F	MP2 MP4
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	MP1 MP2 MP3 MP4
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	MP1 MP2 MP3 MP4
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	MP1 MP2 MP3 MP4
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	MP1 MP2 MP3 MP4
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	MP1 MP2 MP3 MP4
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	MP1 MP2 MP3 MP4
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	MP1 MP2 MP3 MP4

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Evaluate an author's premises, claims, and evidence by corroborating or challenging them with other information	CC.8.5.11-12.H	MP1 MP2 MP3 MP4
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	MP2 MP4
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	MP1 MP2 MP3 MP4
Write arguments focused on discipline-specific content	CC.8.6.11-12.A	MP1 MP2 MP3 MP4
Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes	CC.8.6.11-12.B	MP1 MP2 MP3 MP4
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	MP1 MP2 MP3 MP4
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	MP1 MP2 MP3 MP4
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	MP1 MP2 MP3 MP4
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	MP1 MP2 MP3 MP4
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	MP1 MP2 MP3 MP4
Draw evidence from informational texts to support analysis, reflection, and research	CC.8.6.11-12.H	MP1 MP2 MP3 MP4
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	MP1 MP2 MP3 MP4

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