

# Street Law

## Course Compendium

**STREET LAW Credits: 2.5**

**Grade: 10-11-12**

This course teaches young people about the law in a manner that is practical and relevant to their lives. This civics course will strive to empower students to be active, engaged citizens by equipping them with the knowledge and skills they need to successfully participate and create change in their communities. The course will establish a foundation in Constitutional law and the American court system. Further topics of study may include juvenile justice, family law, criminal & civil law and civil liberties & civil rights.

### **UNITS OF STUDY\***

- Unit 1- Law & the Legal System
- Unit 2- Criminal Law & Juvenile Justice
- Unit 3- Human Rights & Freedoms
- Unit 4- Contemporary Issues in La

### **INTERDISCIPLINARY CONNECTIONS**

#### **NJSLS Companion Standards Grades 11-12 (Reading & Writing in History)**

##### **Anchor Standards for Reading**

**NJSLSA.R1.** Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

**NJSLSA.R2.** Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

**NJSLSA.R3.** Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

**NJSLSA.R4.** Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

**NJSLSA.R5.** Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

**NJSLSA.R6.** Assess how point of view or purpose shapes the content and style of a text.

**NJSLSA.R7.** Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

**NJSLSA.R8.** Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.

*\*See individual units for Pacing Guide, NJSLS Standards, Transfer Skills, Enduring Understandings, Essential Questions, Learning Objectives, Key Vocabulary, Skills, Resources, & Assessments*

**NJSLSA.R9.** Analyze and reflect on how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

**NJSLSA.R10.** Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed

### **Reading Science & Technical Subjects**

**RST.11-12.1.** Accurately cite strong and thorough evidence from the text to support analysis of science and technical texts, attending to precise details for explanations or descriptions.

**RST.11-12.2.** Determine the central ideas, themes, or conclusions of a text; summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms.

**RST.11-12.3.** Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks; analyze the specific results based on explanations in the text.

**RST.11-12.4.** Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to *grades 11-12 texts and topics*.

**RST.11-12.5.** Analyze how the text structures information or ideas into categories or hierarchies, demonstrating understanding of the information or ideas.

**RST.11-12.6.** Analyze the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text, identifying important issues that remain unresolved

**RST.11-12.7.** Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem.

**RST.11-12.8.** Evaluate the hypotheses, data, analysis, and conclusions in a science or technical text, verifying the data when possible and corroborating or challenging conclusions with other sources of information.

**RST.11-12.9.** Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.

**RST.11-12.10.** By the end of grade 12, read and comprehend science/technical texts in the grades 11-CCR text complexity band independently and proficiently.

### **Law & the Legal System**

**6.1.12.A.2.a** Assess the importance of the intellectual origins of the Foundational Documents (i.e., Declaration of Independence, the Constitution, and Bill of Rights) and assess their importance on the spread of democracy around the world

**6.2.12.A.5.e** Assess the progress of human and civil rights around the world since the 1948 U.N. Declaration of Human Rights.

**6.1.12.A.13.b** Analyze the effectiveness of national legislation, policies, and Supreme Court decisions (i.e., the Civil Rights Act, the Voting Rights Act, the Equal Rights Amendment, Title VII, Title IX, Affirmative Action, Brown v. Board of Education, and Roe v. Wade) in promoting civil liberties and equal opportunities.

**6.1.12.A.14.a** Evaluate the effectiveness of the checks and balances system in preventing one branch of national government from usurping too much power during contemporary times.

**6.1.12.A.14.b** Analyze how the Supreme Court has interpreted the Constitution to define the rights of the individual, and evaluate the impact on public policies.

**6.1.12.A.14.d** Analyze the conflicting ideologies and actions of political parties regarding spending priorities, the role of government in the economy, and social reforms.

**6.1.12.A.14.e** Evaluate the effectiveness and fairness of the process by which national, state, and local officials are elected and vote on issues of public concern.

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- 6.1.12.A.14.h** Assess the effectiveness of government policies in balancing the rights of the individual against the need for national security.
- 6.3.12.D.1** Analyze the impact of current governmental practices and laws affecting national security and/or individual civil rights/ privacy.
- 6.1.12.D.14.f** Determine the influence of multicultural beliefs, products (i.e., art, food, music, and literature), and practices in shaping contemporary American culture.

## **Criminal Law & Juvenile Justice**

- 6.1.12.A.2.b** Compare and contrast state constitutions, including New Jersey's 1776 constitution, with the United States Constitution, and determine their impact on the development of American constitutional government.
- 6.1.12.A.3.g** Determine the extent to which state and local issues, the press, the rise of interest group politics, and the rise of party politics impacted the development of democratic institutions and practices.
- 6.1.12.B.3.a** Assess the impact of Western settlement on the expansion of United States political boundaries.
- 6.1.12.D.2.b** Explain why American ideals put forth in the Constitution (i.e., due process, rule of law, and individual rights) have been denied to different groups of people throughout time.
- 6.1.12.A.14.b** Analyze how the Supreme Court has interpreted the Constitution to define the rights of the individual, and evaluate the impact on public policies
- 6.1.12.D.14.d** Evaluate the extent to which women, minorities, individuals with gender preferences, and individuals with dis

## **Human Rights & Freedoms**

- 6.1.12.A.1.a** Explain how British North American colonies adopted the British governance structure to fit their ideas of individual rights, economic growth, and participatory government.
- 6.1.12.A.1.b** Analyze how gender, property ownership, religion, and legal status affected political rights.
- 6.1.12.A.2.a** Assess the importance of the intellectual origins of the Foundational Documents (i.e., Declaration of Independence, the Constitution, and Bill of Rights) and assess their importance on the spread of democracy around the world.
- 6.1.12.A.2.d** Explain how judicial review made the Supreme Court an influential branch of government, and assess the continuing impact of the Supreme Court today.
- 6.1.12.A.4.c** Judge the effectiveness of the 13th, 14th, and 15th Amendments in obtaining citizenship and equality for African Americans.
- 6.1.12.A.13.b** Analyze the effectiveness of national legislation, policies, and Supreme Court decisions (i.e., the Civil Rights Act, the Voting Rights Act, the Equal Rights Amendment, Title VII, Title IX, Affirmative Action, Brown v. Board of Education, and Roe v. Wade) in promoting civil liberties and equal opportunities.
- 6.1.12.A.14.b** Analyze how the Supreme Court has interpreted the Constitution to define the rights of the individual, and evaluate the impact on public policies
- 6.1.12.B.2.a** Analyze how the United States has attempted to account for regional differences while also striving to create an American identity.
- 6.1.12.D.14.d** Evaluate the extent to which women, minorities, individuals with gender preferences, and individuals with disabilities have met their goals of equality in the workplace, politics, and society.

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**6.1.12.D.14.f** Determine the influence of multicultural beliefs, products (i.e., art, food, music, and literature), and practices in shaping contemporary American culture.

## Contemporary Issues in Law

**6.1.12.D.2.b** Explain why American ideals put forth in the Constitution (i.e., due process, rule of law, and individual rights) have been denied to different groups of people throughout time.

**6.1.12.D.15.d** Analyze the reasons for terrorism and the impact that terrorism has had on individuals and government policies, and assess the effectiveness of actions taken by the United States and other nations to prevent terrorism

**6.1.12.D.15.a** Compare United Nations policies and goals (i.e., the International Declaration of Human Rights and the United Nations Millennium Development Goals) intended to promote human rights and prevent the violation of human rights with actions taken by the United States.

**6.1.12.C.14.b** Judge to what extent government should intervene at the local, state, and national levels on issues related to the economy.

**6.1.12.B.14.a** Determine the impact of recent immigration and migration patterns in New Jersey and the United States on demographic, social, economic, and political issues.

**6.1.12.A.16.c** Assess from various perspectives the effectiveness with which the United States government addresses economic issues that affect individuals, business, and/or other countries.

**6.1.12.A.16.b** Analyze government efforts to address intellectual property rights, personal privacy, and other ethical issues in science, medicine, and business that arise from the global use of new technologies

**6.1.12.A.16.a** Examine the impact of media and technology on political and social issues in a global society

**6.1.12.A.5.b** Analyze the effectiveness of governmental policies and of actions by groups and individuals to address discrimination against new immigrants, Native Americans, and African Americans.

**6.1.12.A.14.b** Analyze how the Supreme Court has interpreted the Constitution to define the rights of the individual, and evaluate the impact on public policies.

**6.1.12.A.14.c** Assess the merit and effectiveness of recent legislation in addressing the health, welfare, and citizenship status of individuals and groups.

**6.1.12.A.1.b** Analyze how gender, property ownership, religion, and legal status affected political rights.

**6.3.12.D.1** Analyze the impact of current governmental practices and laws affecting national security and/or individual civil rights/ privacy.

GENERAL CONSIDERATIONS FOR DIVERSE LEARNERS		
English Language Learners	Students Receiving Special Education Services	Advanced Learners
- Personal glossary - Text-to-speech	- Small group/One to one - Additional time	- Use of high level academic vocabulary/texts

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<ul style="list-style-type: none"> <li>- Extended time</li> <li>- Simplified / verbal instructions</li> <li>- Frequent breaks</li> </ul> <p><a href="#">WIDA Can Do Descriptors for Grade 9-12</a>  <a href="#">WIDA Essential Actions Handbook</a>  <a href="#">FABRIC Paradigm</a>  <a href="#">Wall Township ESL Grading Protocol</a></p> <p>*Use WIDA Can Do Descriptors in coordination with Student Language Portraits (SLPs).</p>	<ul style="list-style-type: none"> <li>- Review of directions</li> <li>- Student restates information</li> <li>- Space for movement or breaks</li> <li>- Extra visual and verbal cues and prompts</li> <li>- Preferential seating</li> <li>- Follow a routine/schedule</li> <li>- Rest breaks</li> <li>- Verbal and visual cues regarding directions and staying on task</li> <li>- Checklists</li> <li>- Immediate feedback</li> </ul> <p>Students receiving Special Education programming have specific goals and objectives, as well as accommodations and modifications outlined within their Individualized Education Plans (IEP) due to an identified disability and/or diagnosis. In addition to exposure to the general education curriculum, instruction is differentiated based upon the student's needs. The IEP acts as a supplemental curriculum guide inclusive of instructional strategies that support each learner.</p> <p><a href="#">Considerations for Special Education Students 6-12</a>  <a href="#">National Center on Universal Design for Learning - About UDL</a>  <a href="#">UDL Checklist</a>  <a href="#">UDL Key Terms</a></p>	<ul style="list-style-type: none"> <li>- Problem-based learning</li> <li>- Preassesses to condense curriculum</li> <li>- Interest-based research</li> <li>- Authentic problem-solving</li> <li>- Homogeneous grouping opportunities</li> </ul> <p><a href="#">Knowledge and Skill Standards in Gifted Education for All Teachers Pre-K-Grade 12 Gifted Programming Standards</a>  <a href="#">Gifted Programming Glossary of Terms</a></p>
		<b>Students with 504 Plan</b>
		Teachers are responsible for implementing designated services and strategies identified on a student's 504 Plan.

**At Risk Learners / Differentiation Strategies**

<ul style="list-style-type: none"> <li>Alternative Assessments</li> <li>Choice Boards</li> <li>Games and Tournaments</li> <li>Group Investigations</li> <li>Guided Reading</li> <li>Learning Contracts</li> <li>Leveled Rubrics</li> <li>Literature Circles</li> <li>Multiple Texts</li> <li>Personal Agendas</li> </ul>	<ul style="list-style-type: none"> <li>Independent Research &amp; Projects</li> <li>Multiple Intelligence Options</li> <li>Project-Based Learning</li> <li>Varied Supplemental Activities</li> <li>Varied Journal Prompts or RAFT Writing</li> <li>Tiered Activities/Assignments</li> <li>Tiered Products</li> <li>Graphic Organizers</li> <li>Choice of Books/Activities</li> <li>Mini-Workshops to Reteach or Extend</li> <li>Think-Pair-Share by readiness or interest</li> <li>Use of Collaboration of Various Activities</li> </ul>	<ul style="list-style-type: none"> <li>Jigsaw</li> <li>Think-Tac-Toe</li> <li>Cubing Activities</li> <li>Exploration by Interest</li> <li>Flexible Grouping</li> <li>Goal-Setting with Students</li> <li>Homework Options</li> <li>Open-Ended Activities</li> <li>Use of Reading Buddies</li> <li>Varied Product Choices</li> <li>Stations/Centers</li> <li>Work Alone/Together</li> </ul>
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