

Street Law (Grades: 10, 11, & 12)

Prerequisite: None

Credit: 1 year, 1 credit, elective

Course Overview:

Street Law provides an introduction for students to the basic principles of both civil and criminal law. It will attempt to heighten the awareness of the student regarding the history of the law, processes of law, and his/her protections under the law. Instruction will be based on lectures, group activities, projects, role playing, and guest speakers.

Social Studies Content Strands

The following strands contain instructional elements integrated throughout the social studies grade and subject level content standards and benchmarks. Focus areas for integrated elements are 1) participation and application skills and 2) citizenship skills. The depth of implementation in each strand area varies with grade/subject and developmental levels of students. The outlined elements will also help students understand the use of communication skills in learning information in all content areas.

I. Participation and Application Skills

A. Study and Organization Skills

1. Notetaking and Outlining

- Classroom lecture/discussion materials
- As detailed by the instructor in aiding comprehension of specific content issues in law related fields

2. Demonstrating a Sense of Chronology

- As related to subject matter and content area
- Supreme Court decisions
- Constitutional interpretation through a historical perspective
- Timeline activities

3. Identifying, Classifying and Summarizing Ideas

- Individual and group oral presentations
- Determining the order of significance of historical, political, criminal, civil, national, and state events relative to content area

B. Communication Skills

1. Writing and Research

- Written and oral reports on current law-related topics
- Drafting Supreme Court opinions on current issue

(Content Strands cont.)

- Library and computer skills ins searching the Internet in obtaining background information and relative data
- 2. Listening and Oral
 - Attend lectures and guest speaker presentations
 - Participation in classroom discussions
 - Student group and individual oral presentations
 - Summary and critical analysis of audio-visual presentations
- 3. Reading and Vocabulary
 - Comprehension and analysis of content found in text
 - Key terms/concepts
 - Comprehension and analysis of supplementary reading material
 - Mock trial participation
- C. Map and Globe skills
 - As related to specific content area whenever feasible (i.e., cruel and unusual punishment found in Singapore and Afghanistan)
- D. Group Participation Skills
 - 1. Conflict Resolution
 - Analysis of balancing the rights of the individual as opposed to the rights of society as a group
 - Analysis of diffusing current law related controversies (drug laws, use and interdiction)
 - 2. Simulations
 - Conflict resolution
 - Mock-trial
 - As they apply to current controversial issues in law-related areas
 - 3. Class Discussion
 - Ongoing throughout the course
 - As they relate to specific issues in content areas

II. Citizenship Skills

- A. Comparing and Evaluation of Political Process
 - Growth and development of specific law related political issues as they relate to our system of justice in particular individual civil rights
 - Analysis and evaluation of these issues
- B. Investigating Historical and Geopolitical Interrelationships
 - Identify and analyze the historical and geopolitical evolution of law throughout American Society
 - Evaluation and comparison of the US Justice System to others found in various geographical regions
- C. Evaluating the Contributions of Cultures and Regions
 - Ongoing process throughout the year in relation to specific lessons and content areas

(Content Strands cont.)

- D. Comparing Different Values, Traditions and Religious Beliefs
 - Ongoing throughout the course as topical
- E. Exploring Social, Psychological and Economic Forces
 - Economic and Social stratification worldwide
 - Explore the cultural, ethnic and economic forces as applied in the concept of equal justice under the law
 - Evaluation of the disparity found in the US Justice System from state to state and individual to individual
 - Dynamics and reality of “equal justice for all”
- F. Critical and Analytical Skills
 1. Drawing Inferences
 - Ongoing throughout the course of study
 2. Distinguishing Fact, Bias and Propaganda
 - Through the study of current high-profile legal case
 - Ongoing throughout the course
 3. Understanding cause and effect relationships
 - Throughout the year in classroom discussions, projects, mock-trial, homework assignment, guest speaker de-briefing and analysis of the law related news media issues
 4. Interpreting charts, graphs, tables, diagrams, and visuals
 - Throughout classroom material and law related current event articles
 5. Developing hypotheses and gathering and evaluating data
 - Student position papers, homework and book reports
 - Mock trial
 - Analysis of audio-visual materials
 6. Using primary and secondary sources
 - Through the use of periodicals, the internet, guest speakers, videos and library materials
 - Text material
 - Class supplements—Internet use and research
 - Projects and assignments
 - Guest speakers
 - Analysis and discussion of audio-visual material
 7. Relating the past to the present
 - Throughout the year in lecture/discussion as it relates to content area
 8. Predicting the future using past and present trends
 - Evaluation of current controversial issues in law
 - Through classroom discussion and analysis
 - Conflict resolution through the Mock Trial presentation

Social Studies Content Standards and Benchmarks

Standard 1: Students will develop a comprehension of the necessity of law to maintain order within a society. (SSCS—1, 2)

Benchmarks

1.1 Students will examine and analyze the American system of law and how it is organized. (1.12.1, 2.12.1, 2.12.4-5)

Students will:

	Essential Learnings	Assessment	Map
1.1.1	identify the characteristics of a law.	V, W	D
1.1.2	differentiate and explain the difference between civil and criminal law.	V, W	M
1.1.3	recognize the methods, processes and influences in creating a system of laws.	O, P	M
1.1.4	evaluate the alternatives in settling disputes outside the legal system.	V, W	M

1.2 Students will recognize the organization and purpose of the adversarial system used in the US court system. (2.12.3, 2.12.6, 2.12.8)

Students will:

	Essential Learnings	Assessment	Map
1.2.1	identify the twelve steps that operate in either a civil or criminal trial.	W, P	D
1.2.2	describe the role, duties and function of judges and juries.	W, O, P	D, M
1.2.3	evaluate the role and function of attorneys in the legal process.	V, P	D, M

Standard 2: Students will understand the factors and responsibilities that lead to the development of a knowledgeable consumer. (SSCS—1-2, 5-6)

2.1 Students will examine and explain how consumer law operates in order to protect the American consumer. (2.12.4, 2.12.8, 5.12.1, 5.12.3, 5.12.5)

Students will:

	Essential Learnings	Assessment	Map
2.1.1	identify how federal, state, and local consumer law operate to aid the American public.	V	I, D
2.1.2	generate methods and procedures that individuals can employ to protect their rights as consumers.	V, P	D
2.1.3	participate in simulations that will clarify how the consumer protection system operates.	P	D

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2.1.4	recognize the process that is employed in taking consumer problems through both a civil and criminal court.	W, P	D
2.1.5	evaluate how the small claims court system operates.	V	M

2.2 Students will identify deceptive sales practices. (6.12.7)

Students will:

Essential Learnings		Assessment	Map
2.2.1	recognize the inherent problems that arise in door-to-door sales, phony contests, advertising deception, mail-order sales, bait and switch repairs, and estimate scams.	V, O	D

2.3 Students will demonstrate an understanding of the function and purpose of a contract. (1.12.1-3, 2.12.4)

Students will:

Essential Learnings		Assessment	Map
2.3.1	summarize the elements of a contract.	V, W	D
2.3.2	differentiate between how the law addresses the differences between an oral and a written contract.	V, O	I, D
2.3.3	comprehend why and how minors are treated in a different manner in contractual law.	V, W	I, D
2.3.4	evaluate and explain how contracts can be viewed as illegal or against the interests of society.	V, O	I, D

2.4 Students will evaluate how the consumer may be protected and seek compensation through warranties. (2.12.5-6)

Students will:

Essential Learnings		Assessment	Map
2.4.1	recognize the purpose, function and differences in expressed and implied warranties.	V, W for all.	I, D for all.
2.4.2	discuss and analyze the purpose and legality of disclaimers.		

2.5 Students will recognize and evaluate how the credit system operates. (1.12.1, 2.12.7, 5.12.1, 5.12.3, 5.12.5-6)

Students will:

Essential Learnings		Assessment	Map
2.5.1	identify the various types of credit.	V, O	D, M
2.5.2	distinguish who should use credit and discuss what the benefits and pitfalls may be.	V, O	D
2.5.3	generate the procedure, method and steps necessary in order to obtain credit.	V, P	M
2.5.4	identify the ways that one can protect their credit rating and what to do if they are denied credit.	V, W	D
2.5.5	recognize and evaluate what the consumer may do in case of default.	V, W	D

2.5.6	discuss creditor collection practices.	V, O	D
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2.6 Students will understand the most fiscally responsible methods that a consumer may use to purchase an automobile. (1.12.3)

Students will:

Essential Learnings		Assessment	Map
2.6.1	delineate the factors that are involved in buying an automobile.	V, O	I, D for all.
2.6.2	evaluate the different methods of financing an automobile.	V, W	

Standard 3: Students will develop an understanding of the legal aspects of family law. (SSCS—1-2, 5-6).

3.1 Students will recognize the function, purpose, and structure of marriage in American society. (1.12.1-2, 2.12.5, 2.12.8, 6.12.7-8)

Students will:

3.1.1	recognize how the role, structure and function of the American family is changing.	V, W, O	I, D
3.1.2	evaluate and discuss the role of marriage in American society.	V, W	D
3.1.3	identify the steps and procedures that are usually followed in order to marry.	V, W	D
3.1.4	recognize the different types of marriage from common law to Vermont’s civil union.	V, W, O	I, D
3.1.5	discuss the financial aspects, decisions, and responsibilities of marriage.	V, O, P	D, M
3.1.6	recognize the problems associated with spousal abuse.	V	I, D
3.1.7	delineate possible remedial action that can be taken if spousal abuse occurs.	V, W, P	I, D

3.2 Students will identify the legal rights of single people. (1.12.1, 2.12.5)

Students will:

Essential Learnings		Assessment	Map
3.2.1	discuss and evaluate the issue of paternity in American society.	V, O, P	D
3.2.2	recognize the development of palimony and the related issues it brings into question.	V, W	I, D

3.3 Students will evaluate how family law functions in relation to parents and children. (2.8.12)

Students will:

Essential Learnings		Assessment	Map
3.3.1	outline the responsibilities of both parents and children in a	V, W, P	D

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3.3.2	family relationship. discuss the problems and possible solutions associated with child neglect and abuse.	V, P	D
3.3.3	discuss the role and function of foster care and adoption.	V, W, P	I, D

3.4 Students will recognize the problems that arise within the family structure when the marriage is terminated. (1.12.3, 2.12.6)

Students will:

	Essential Learnings	Assessment	Map
3.4.1	analyze and discuss the problems of alimony, property division and child support.	V, W	I, D for all.
3.4.2	discuss the types of separations and how actual divorce laws differ from state to state.	V, O	

3.5 Students will recognize and evaluate governmental support that is available to families. (2.12.1, 2.12.8)

Students will:

	Essential Learnings	Assessment	Map
3.5.1	understand and evaluate the various types of social insurance programs that exist to aid families in need.	V, W	I, D
3.5.2	delineate the numerous programs from Medicaid, food stamps, housing assistance, and employment training that are available to poor families.	V, W	D

3.6 Students will examine the legal process of passing real property and chattel to heirs. (1.12.2, 2.12.5, 5.12.4-5)

Students will:

	Essential Learnings	Assessment	Map
3.6.1	discuss and evaluate why it is important to have a legal will in order to prevent disagreements and misunderstandings.	V, W, P	D
3.6.2	summarize the roles of attorneys and an executor or executrix in the inheritance process.	V, W	I, D
3.6.3	define and discuss terms such as estate, heirs, probate, trust and living will.	V, W	D

Standard 4: Students will understand their legal rights and responsibilities as a tenant or homeowner. (1-6)

4.1 Students will evaluate the advantages and disadvantages of renting as compared to buying a home. (4.12.1, 5.12.2-3)

Students will:

	Essential Learnings	Assessment	Map
4.1.1	chart the pros and cons of renting and buying a home.	V, W, P	D

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4.1.2	recognize the importance of good credit and the availability of the different types of mortgages available to qualified buyers.	V, W	I, D
4.1.3	itemize the factors in the 1968 Fair Housing Act and understand the types of discrimination that are prohibited.	V, W	D

4.2 Students will delineate the rights and duties of landlords and tenants. (1.12.2-3)

Students will:

	Essential Learnings	Assessment	Map
4.2.1	explain the process of landlord-tenant lease negotiations.	V, W, P	I, D for all.
4.2.2	analyze a typical lease agreement emphasizing the tenant and landlord obligations.	V, W	
4.2.3	distinguish the importance of quiet enjoyment, upkeep and repairs, use of the property and security deposit, responsibility for injuries, landlord access and inspection, rules and regulations and the legality of subleasing the property.	V, W	

4.3 Students will recognize the types of landlord-tenant problems that may arise. (2.12.5-6)

Students will:

	Essential Learnings	Assessment	Map
4.3.1	generate a list of the options a tenant has in dealing with a situation when a problem does arise.	V, P for all.	I, D for all.
4.3.2	discuss the last recourses of the tenant such as suing the landlord, abandonment, and constructive eviction.		

4.4 Students will comprehend the options that a landlord has when things go wrong. (1.12.2)

Students will:

	Essential Learnings	Assessment	Map
4.4.1	evaluate and summarize ending a lease, the hold-over tenant, month-to-month lease, a release, breach of the lease, loss of security deposit and the legal process of eviction.	V, W	I, D

4.5 Students will comprehend the problems of the poor and homeless in finding suitable and affordable housing. (3.12.3, 6.12.4)

Students will:

	Essential Learnings	Assessment	Map
4.5.1	discuss and analyze the types of low-income housing available.	V, W	I, D
4.5.2	evaluate the criteria that must be met in order to be eligible for low-income housing.	V, W	I, D, M
4.5.3	discuss and brainstorm solutions to the current homelessness problem in the US.	V, P	D

Standard 5: Students will understand and differentiate between types of tort laws as well as their legal rights and protections in their relationships with other individuals in society. (SSCS—1, 2, 5, 6)

5.1 Students will recognize and identify the factors that differentiate tort law from criminal law. (1.12.1, 2.12.1-2, 2.12.4, 2.12.6)

Students will:

	Essential Learnings	Assessment	Map
5.1.1	examine the background and basis of tort law through the discussion of common law.	V, W	I, D for all.
5.1.2	identify the three major categories of conduct for which tort liability exists (intentional wrongs, negligence, and activities for which strict liability is imposed).	V, W	
5.1.3	recognize who can be sued in tort cases and how the injured party files the lawsuit.	V, W, P	
5.1.4	identify the factories involved in a class action lawsuit.	V, W	
5.1.5	evaluate the positive and negative aspects of contingency fees.	V, W, P	

5.2 Students will identify other options besides resolving tort cases in court. (2.12.7)

Students will:

	Essential Learnings	Assessment	Map
5.2.1	examine and discuss the role of negotiation, compromise and mediation in out of court settlements or agreements.	V, P	I, D

5.3 Students will outline the role that insurance plays in tort cases. (5.12.3, 5.12.5)

Students will:

	Essential Learnings	Assessment	Map
5.3.1	identify the different types of insurance options that are available.	V, W, P	I, D for all.
5.3.2	clarify and appraise the role that workmans compensation plays.	V, W	

5.4 Students will categorize the different general types of intentional torts. (5.12.5, 6.12.4, 6.12.7)

Students will:

	Essential Learnings	Assessment	Map
5.4.1	analyze and discuss compensatory damages, nominal damages and punitive damages.	V, W for all.	I, D for all.
5.4.2	explain the differences between consent, implied consent, privilege, and self-defense.		
5.4.3	summarize the factors involved in infliction of mental distress, false imprisonment, reputation, and privacy.		

5.5 Students will describe the type of torts that harm property. (2.12.2, 6.12.1, 6.12.4)

Students will:

	Essential Learnings	Assessment	Map
5.5.1	define and explain the concepts of real property, personal property, trespass, nuisance and injunction.	V, W	I, D for all.
5.5.2	categorize the elements that must be proven for the plaintiff to win a negligence suit (duty, breach of duty, causation, damages)	V, W	
5.5.3	identify the reasonable person standard, comparative negligence, counter claim and assumption of risk.	V, W, P	

5.6 Students will recognize the elements of strict liability. (1.12.2, 2.12.6)

Students will:

	Essential Learnings	Assessment	Map
5.6.1	examine and discuss dangerous activities, animals, and dangerous products.	V, W, P	I, D for all.
5.6.2	analyze the possibility and problems in the defense of strict liability cases.	V, W	

5.7 Students will identify the relationship between tort law and public policy. (2.12.7-8)

Students will:

	Essential Learnings	Assessment	Map
5.7.1	comprehend the three goals of tort law.	V, W, O for all.	I, D for all.
5.7.2	examine and discuss the problems that critics find in the tort law system.		

Standard 6: Students will develop an understanding of the importance of their fundamental freedoms based on the Constitution. (SSCS—1-2, 4, 6)

6.1 Students will identify and recognize the fundamental freedoms of speech and press as the building blocks to a democratic society. (1.12.1-2, 2.12.1, 2.12.4-6)

Students will:

	Essential Learnings	Assessment	Map
6.1.1	identify the components of the freedom of speech from symbolic and verbal to commercial communication.	V, W, P	D
6.1.2	delineate and evaluate vagueness and overbreadth, obscenity, defamation, fighting words, ethnic slurs, offensive speakers and hostile audiences as well as time manner and place restrictions.	V, W	I, D
6.1.3	explain and identify the importance of freedom of speech in a democratic society.	V, W, P	D, M
6.1.4	comprehend the differences between and the inherent problems in proving libel and slander.	V, W	D
6.1.5	discuss confidentiality and shield laws for reporters.	V, W, O, P	I, D

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6.1.6	analyze the problems in prohibiting publications, the clear and present danger rule, and denying access to information.	V, W	I, D
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6.2 Students will analyze and evaluate the importance of the freedoms of association, religion, petition and assembly in a democratic form of government. (2.12.1, 2.12.5, 2.12.7-8)

Students will:

Essential Learnings		Assessment	Map
6.2.1	discuss and analyze the concept of a “marketplace of ideas”.	V, W, P	D
6.2.2	recognize the importance of compromise and respect for diverse opinions.	V, W, O, P	M
6.2.3	interpret the relevance and importance of Supreme Court cases (i.e., Hazelwood v. Kuhlmeier, Tinker v. Des Moines, and Skokie v. Nazis, etc.)	V, W, P	D
6.2.4	identify and analyze the significance of the establishment and free exercise clauses as they relate to the freedom of religion.	V, W, P	D
6.2.5	discuss controversial issues (i.e., teaching the theory of evolution, prayer in public school, voucher programs, separation of church and state, the use of poisonous snakes in religious ceremonies, animal sacrifice in a religious context).	V, W, O, P	D

6.3 Students will recognize and analyze the importance of the Fourth Amendment in maintaining a free and democratic society. (1.12.1-3, 2.12.1)

Students will:

Essential Learnings		Assessment	Map
6.3.1	demonstrate and predict how an individual’s right to privacy is constantly under new threats through the ever increasing technological advancements in modern society (Internet access and use, cable TV, programming to electronic surveillance).	V, W, O, P	D
6.3.2	recognize that there are special locations and situations where there are severe limitations placed on an individual’s right to privacy (i.e., borders, airports, legal arrest, hot pursuit, plain sight, consent, moveable scene of a crime, garbage at curbside, and impoundment of a vehicle).	V, W, O	D, M
6.3.3	evaluate and discuss the right to privacy at home through the legality of search warrants, hot pursuit and honest mistakes.	V, W, O, P	D
6.3.4	recognize the rights to privacy that students have at school through analyzing and discussing in loco parentis, drug dog use, reasonable suspicion, and locker searches.	V, W, O, P	D, M

6.4 Students will recognize how the Supreme Court used the Fourth Amendment in guaranteeing women the right to control their reproductive systems. (2.12.3, 2.12.5-6)

Students will:

	Essential Learnings	Assessment	Map
6.4.1	differentiate and discuss the differences between the pro-life and pro-choice movements.	V, W, P	D for all.
6.4.2	evaluate how the 1973 Roe v. Wade decision has impacted the abortion issue.	V, W	
6.4.3	discuss and list how the Supreme Court, states, and Congress have dealt with issues such as parental consent, partial birth abortions, access to birth control, demonstrations at abortion clinics, and the use of federal dollars for abortions.	V, W	

6.5 Students will identify the importance of the 5th and 14th Amendments in guaranteeing that “no person shall be deprived of life, liberty or property without the due process of law.” (2.12.1, 2.12.6)

Students will:

	Essential Learnings	Assessment	Map
6.5.1	analyze the 5 th Amendment and explain how it relates only to the federal government in relation to due process of law.	V, W, P	D for all.
6.5.2	recognize that the 14 th Amendment due process clause was added to protect the individual from over zealous police and governmental power at the state level.	V, W, P	
6.5.3	illustrate how due process operates at both levels of government by analyzing court cases (i.e., Mapp v. Ohio and Weeks v. US).	V, W	

6.6 Students will recognize the causes and roots of discrimination in American society. (1.12.3, 4.12.1-2, 4.12.5, 6.12.3-4, 6.12.8)

Students will:

	Essential Learnings	Assessment	Map
6.6.1	evaluate how the Declaration of Independence and the Constitution address the issues of equality and equal protection.	V, W	D for all.
6.6.2	brainstorm on identifying specific types or groups of people who have been or are discriminated against in our society.	V, P	
6.6.3	generate a list of reasons on why this discrimination has taken place and what possible recourses could be taken to address it.	V, W	
6.6.4	identify steps that the government has taken to remedy discrimination (i.e., Rational Basis Test, Strict Scrutiny Test and other sources of equality protection).	V, W	

6.7 Students will differentiate and identify the various forms of discrimination that have occurred in American Society. (1.12.1-2, 2.12.5, 2.12.7, 4.12.2, 4.12.4, 6.12.6)

Students will:

	Essential Learnings	Assessment	Map
6.7.1	categorize the history and factors involved in discrimination based on race, national origin, and alienage.	V, W	D for all.
6.7.2	chart and explain the major Civil Rights laws enacted by the US Congress.	V, W, P	
6.7.3	generate a critique and defense of affirmative action.	V, W, O, P	
6.7.4	comprehend the factors that are involved in sex discrimination.	V, W	
6.7.5	discuss the problems of discrimination based on handicaps and age.	V, W	
6.7.6	recognize the possible actions and remedies that can be taken if individual rights are violated.	V, W, O, P	

6.8 Students will explain and delineate rights and responsibilities in the workplace. (1.12.1, 2.12.4, 2.12.6, 6.12.2, 6.12.4, 6.12.7)

Students will:

	Essential Learnings	Assessment	Map
6.8.1	appreciate the importance of a positive impression at a job interview.	V, W, O, P	I, D
6.8.2	discuss controversial issues such as drug testing and polygraph tests.	V, W, O	D
6.8.3	identify and chart conditions on the job such as wages and hours, social security, unions, health, safety, family leave, and privacy.	W, P	D
6.8.4	recognize the various types of employment.	V, W	D
6.8.5	identify and explain the importance of due process in the job loss situation.	V, W	D
6.8.6	compile a list of options and steps an individual has as remedies if they lose their jobs.	V, W, O, P	I, D

Standard 7: Students will evaluate primary source knowledge and experiences as presented by professionals in various fields of law. (SSCS—1)

7.1 Students will be introduced to experienced specialist in law-related fields to enhance the classroom learning experience. (1.12.2)

Students will:

	Essential Learnings	Assessment	Map
7.1.1	discuss and relate guest speaker presentations to Street Law instructional units and career studies. (attorneys, prosecutors, law enforcement agents, probation officers, legislators, judges, etc.)	V, O	I, D

Standard 8: Students will analyze the workings of the criminal justice within American society. (SSCS—1-2)

8.1 Students will recognize the elements of criminal law. (1.12.2, 2.12.4-5, 2.12.7-8)

Students will:

	Essential Learnings	Assessment	Map
8.1.1	define the various activities and actions that can be categorized as crimes.	V, W	D for all.
8.1.2	explain and discuss the nature and causes of crime, victims of crime, crime prevention, and how to report a crime.	V, W	
8.1.3	differentiate and cite examples of state and federal crimes.	V, W, O	
8.1.4	identify the differences between a felony and misdemeanor.	V, W	
8.1.5	explain and discuss the principal, accomplice, accessory before and after the fact.	V, W	
8.1.6	summarize crimes of omission such as failure to report taxes and leaving the scene of an auto accident.	V, W	
8.1.7	describe and explain preliminary crimes such as solicitation, attempt and conspiracy.	V, W	

8.2 Students will identify and describe the various crimes that are committed against a person. (2.12.4-7)

Students will:

	Essential Learnings	Assessment	Map
8.2.1	appraise and analyze a chart of the various types of non-criminal and criminal homicide.	V, W, P	D for all.
8.2.2	evaluate and critique the various elements that are involved in suicide, euthanasia, and the right to die.	V, W	
8.2.3	categorize and discuss the various elements of assault and battery.	V, W, P	
8.2.4	generate a discussion and analysis of the problems of rape and date rape.	V, O, P	

8.3 Students will recognize the category of crimes that are committed against property. (2.12.8)

Students will:

	Essential Learnings	Assessment	Map
8.3.1	identify and discuss arson, vandalism, larceny, embezzlement, robbery, extortion, burglary, forgery, receiving stolen property, car theft, and computer crime.	V, W, O, P	D

8.4 Students will identify the factors that tie substance abuse to criminal activity. (1.12.2, 2.12.4, 2.12.7)

Students will:

	Essential Learnings	Assessment	Map
8.4.1	evaluate the relationship of alcohol to spousal abuse, violence in the workplace, child abuse, automobile injuries and deaths, and vandalism in American society.	V, W, O	I, D

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8.4.2	recognize the escalation of the drug problem and discuss the relationship to illegal drug use and crime.	V, W, O	D
8.4.3	generate a pro/con discussion on increasing the efforts involved in the drug war and the decriminalization of soft drugs.	V, P	D

8.5 Students will outline and appraise the various types of defenses that the accused may pursue when accused of a crime. (2.12.8)

Students will:

	Essential Learnings	Assessment	Map
8.5.1	discuss and evaluate self-defense, defense of property, alibi, no crime has been committed, entrapment, infancy, intoxication and insanity.	V, W	D

8.6 Students will differentiate the various factors and steps that are involved in the seizing of evidence and a legal arrest. (1.12.2, 2.12.5, 2.12.8)

Students will:

	Essential Learnings	Assessment	Map
8.6.1	recognize the elements of arrest, probable cause, stop and frisk, search and seizure, the exclusionary rule, and the search warrant.	V, W, O, P for all.	D for all.
8.6.2	summarize the exceptions to the Fourth amendment such as special locations, hot pursuit, and plain sight.		

8.7 Students will identify the factors that must be present during legal confessions and interrogations. (1.12.2-3, 2.12.5)

Students will:

	Essential Learnings	Assessment	Map
8.7.1	relate specific Supreme Court cases to these issues (i.e., Miranda v. Arizona, Escobedo v. Illinois, Doe v. Renfro, Gideon v. Wainright, Mapp v. Ohio).	V, W	D for all.
8.7.2	compile a list of guidelines that the police must follow in obtaining a confession during the interrogation process.	V, W, P	

8.8 Students will outline the various proceedings that occur before a trial. (2.12.1)

Students will:

	Essential Learnings	Assessment	Map
8.8.1	identify and explain the significance of booking and initial appearance, bail and pre-trial release, the grand jury system, felony arraignment and pleas, pre-trial motions, the exclusionary rule, and plea bargaining.	V, W, P	I, D

8.9 Students will recognize the various elements of a criminal trial. (2.12.2, 2.12.5-6)

Students will:

Essential Learnings	Assessment	Map
8.9.1 review the elements and relevance of the Sixth Amendment.	V, W	D for all.
8.9.2 discuss and evaluate the different types of trial (bench, grand jury, and petit jury)	V, W	
8.9.3 evaluate and discuss the civil rights guaranteed by the Bill of Rights that relate to a criminal trial (i.e., speedy and public trial, no self-incrimination, the right to a jury of your peers that are a fair cross-section of the population).	V, W, P	

8.10 Students will outline and evaluate the various sentencing procedures in the criminal justice system. (2.12.4-5)

Students will:

Essential Learnings	Assessment	Map
8.10.1 compile a list of and evaluate: suspended sentence, probation, home confinement, fine, restitution, work release, and imprisonment.	V, W	D
8.10.2 discuss and analyze the various purposes of the criminal sentence (retribution, deterrence, rehabilitation and incapacitation).	V, W, P	I, D

8.11 Students will recognize the elements and problems associated with the US correctional facility system. (2.12.6-7)

Students will:

Essential Learnings	Assessment	Map
8.11.1 identify and analyze the trend in increased prison populations nationwide.	V	I, D
8.11.2 evaluate and discuss mandatory sentencing, three strikes you're out policy, overcrowding, cost and capital punishment.	V, W	D

8.12 Students will identify the rationale, organization and elements involved in the juvenile justice system. (1.12.2, 2.12.5-6)

Students will:

Essential Learnings	Assessment	Map
8.12.1 explain and discuss why the juvenile justice system is different from the adult criminal justice system. (parens patrie, delinquency, status offender, and parental responsibility laws).	V, W	D for all.
8.12.2 understand who is a juvenile and how that can change from state to state and according to the type of crime.	V, W, O	

8.13 Students will outline and evaluate the procedures in juvenile court. (1.12.3, 2.12.5-6, 2.12.1)

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Students will:

Essential Learnings	Assessment	Map
8.13.1 outline and evaluate the procedures in juvenile court.	V, W, P	I, D
8.13.2 brainstorm and generate a list of possible methods that juvenile crime can be reduced and how the defendant can be better rehabilitated.	V, P	D