

## Street Law

### Unit 1: Introduction to the Law

Lessons: Review of the US Constitution  
Key Vocabulary  
How a Bill Becomes a Law  
Common Law

### Unit 2: Criminal Law

Lessons: Vocabulary Terms  
Causes of Crime  
Victims of Crime  
Gangs, Firearms and Crime  
Crime Prevention  
Classes of Crimes  
The Role of the Judge and Jury  
Substance Abuse  
Various Defenses  
The Criminal Justice Process and the Arrest Process  
Search and Seizure, Interrogations and Confessions  
The Trial Process  
Sentencing and Corrections  
The US Prison System  
Parole/Probation  
Juvenile Law  
Capital Punishment

### Unit 3: Torts and Civil Law

Lessons: Key Vocabulary  
The Types of Torts  
Taking Your Case to Court  
Resolving Civil Cases out of Court  
Intentional Torts  
Negligence  
Liability  
Torts and Public Policy  
Civil Actions

### Unit 4: Constitutional Law

Lessons: Individual Rights and Liberties Guaranteed by the United States Constitution  
Amendments 1, 2, 4, 5, 6, 7, 8, 14  
The Supreme Court System and Landmark Supreme Court Cases  
Civil Rights  
Your Rights in School  
Your Civil Liberties and Responsibilities in the Work-Force

**Course: Street Law**

**Unit 1: Introduction to the Law**

Essential Questions: What are your rights and a United States Citizen?  
How Does a Bill Become A Law?  
Why do we need Law?  
What is the Difference Between Civil and Criminal Law?

Massachusetts History and Social Studies Curriculum Learning Standards Not Applicable to this Course			
Learning Objectives/Content Outcomes	Skills	Resources	Assessments
After completion of the lesson, students will be able to: Describe and chart the process by which a bill becomes a law on both the State and Federal level.	Applying prior knowledge  Practicing categorizing, comparison, charting and recall	Textbook  Primary Sources  Primary Sources	Quizzes  Later test  Test and Essay
After Completion of this lesson the student will be able to describe in detail the Civil Liberties Guaranteed in the Bill of Rights	Applying prior knowledge Practicing categorizing, comparison, charting and recall	Street Law Text and Current Events, Newspaper and Internet	Teacher Observation, Homework, Test and Quiz
Upon completion of this lesson the student will be able to explain the importance of Law.	Applying prior knowledge Practicing categorizing, comparison, charting and recall	Street Law Text and Current Events, Newspaper and Internet	
Upon completion of this lesson the student will be able to list and chart the differences in Civil and Criminal Law.	Applying prior knowledge Practicing categorizing, comparison, charting and recall		

**Essential Terms:** Congress, House, Senate, Veto, Override, Bill, Law, Civil Law, Criminal Law, Supreme Court, Anarchy, Amendments 1, 2, 4, 5, 6, 8, 14.

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**Unit 2: Criminal Law and Juvenile Justice**

Crime in America.

- Essential Questions:
1. What constitutes a crime and identify the different types of crime?
  2. What is the relationship between guns and crime?
  3. What are the effects of substance abuse concerning crime rates?
  4. What are the demographic patterns and trends in crime victimization including age, race, gender and socioeconomic background?
  5. What role gangs play in crime?

Massachusetts History and Social Studies Curriculum Learning Standards			
Street Law			
History Standard of the No Child Left Behind Act			
Learning Objectives/Content Outcomes	Skills	Resources	Assessments
1. Identify different types of crime. 2. Asses the extent to which gangs are a problem in the United States. 3. Describe relationship between guns and crime. 4. Identify social problems compounded by substance abuse. 5. Explain the purpose of Megan's Law. 6. Describe ways of preventing crime.	Applying prior knowledge  Practicing categorizing, comparison and recall	Textbook  Primary Sources	Quizzes  Later test  Position Essay

**Essential Terms: Crimes, Community policing, Gangs, Substance abuse, Implied Consent Law, Melanie's Law, Megan's Law, Good Samaritan Laws, and Restitution.**

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**Unit 2: Criminal Justice and Juvenile Justice**

Introduction to Criminal Law

- Essential Questions:
1. How does a person's state mind come into play in criminal law?
  2. What are the classifications of crimes?
  3. What are preliminary crimes?

Massachusetts History and Social Studies Curriculum Learning Standards Street Law History Standard of the No Child Left Behind
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Learning Objectives/Content Outcomes	Skills	Resources	Assessments
1. Name the three elements of a guilty state of mind. 2. Describe the elements of a crime and the requirements that prosecutors face in proving guilt. 3. Distinguish between felonies and misdemeanors. 4. Describe the crime of attempt. 5. Distinguish between a principal and an accomplice.	Practicing categorizing, comparison and recall.  Note taking.  Compare and contrast.	Textbook  Primary Sources  News paper articles.  Videos.	Observation  Quizzes  Later test

**Essential Terms: State of mind, Motive, Elements, Accessory before the fact, Accessory after the fact, Crime of Omission, Solicitation, Conspiracy, Overt act.**

- Essential Questions:
1. What constitutes a crime and identify the different types of crime?
  2. What is the relationship between guns and crime?
  3. What are the effects of substance abuse concerning crime rates?
  4. What are the demographic patterns and trends in crime victimization including age, race, gender and socioeconomic background?
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Massachusetts History and Social Studies Curriculum Learning Standards  
Street Law  
History Standard of the No Child Left Behind Act

Learning Objectives/Content Outcomes	Skills	Resources	Assessments
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**Essential Terms: Crimes, Community policing, Gangs, Substance abuse, Implied Consent Law, Melanie's Law, Megan's Law, Good Samaritan Laws, and Restitution.**

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**Unit: Criminal Justice and Juvenile Justice**

Introduction to Criminal Law

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Massachusetts History and Social Studies Curriculum Learning Standards Street Law History Standard of the No Child Left Behind
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Learning Objectives/Content Outcomes	Skills	Resources	Assessments
1. Name the three elements of a guilty state of mind. 2. Describe the elements of a crime and the requirements that prosecutors face in proving guilt. 3. Distinguish between felonies and misdemeanors. 4. Describe the crime of attempt. 5. Distinguish between a principal and an accomplice.	Practicing categorizing, comparison and recall.  Note taking.  Compare and contrast.	Textbook  Primary Sources  News paper articles.  Videos.	Observation  Quizzes  Later test

**Essential Terms: State of mind, Motive, Elements, Accessory before the fact, Accessory after the fact, Crime of Omission, Solicitation, Conspiracy, Overt act.**

- Essential Questions:
1. How to differentiate between the crimes of homicides and punishment for?
  2. How can suicidal tendencies be recognized?
  3. What is euthanasia and the debate of whether it should be legalized?
  4. What is "date rape" and statutory rape?

Massachusetts History and Social Studies Curriculum Learning Standards			
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Learning Objectives/Content Outcomes	Skills	Resources	Assessments
1. After completion of the lesson, students will be able to: discuss and debate the differences between 1st degree and 2nd degree murder. 2. Students will recognize indicators for people of all ages who show suicidal tendencies. 3. Explain the reason why consent is not relevant in cases of statutory rape cases. 4. Show how differing degrees of seriousness are reflected in legal classifications of types of assault and battery.	Drawing conclusions and inferences from multiple sources	Power Point presentation  Textbook  Chalk Board Notes  Video: Dateline; "Duke Lacrosse Scandal"	Homework assignment  Later test questions

**Essential Terms:** Malice, Voluntary Manslaughter, Involuntary Manslaughter, Negligence, Euthanasia, Assault, Battery, stalking, "date rape," Statutory rape,

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**Unit: Criminal Law and Juvenile Justice**

**Crimes Against Property**

Essential Questions: 1. What steps can people take to help reduce the incidence of property crime?

- 2. What are the two classes of larceny?
- 3. How are embezzlement and robbery different?
- 4. Understand the dangers of Identity theft and computer crimes/
- 5. Why receiving stolen property is a crime?

Massachusetts History and Social Studies Curriculum Learning Standards  
Street Law

Learning Objectives/Content Outcomes	Skills	Resources	Assessments
1. After completion of the lesson, students will be able to: discuss and debate the relationship between larceny and keeping lost or misdelivered property. 2. Define and distinguished between the terms embezzlement and robbery. 3. Understand the elements of robbery. 4. Understand the broad definition of computer crime.	Dialectical Thinking  Debate Proceedings	Textbook  Instructor created handouts  Chalk Board Notes  Guest Speaker: Town Police Officer.  Guest Speaker: Dep. Sherriff	Observation  Later test essay  Quiz on Presentations by Officers / Dep. Sherriff

**Essential Terms:** Arson, Vandalism, Larceny (2), Embezzlement, Robbery, Arson, Extortion, Burglary, Forgery, "carjacking," Receiving stolen property, "Hackers and Crack



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**Unit: Criminal Law and Juvenile Justice**

**Defenses**

- Essential Questions: What is a defendant required to do at trial?  
Describe how defendant may establish reasonable doubt ?  
Describe the different defenses?  
What is DNA and how has it changed defense strategies?

Massachusetts History and Social Studies Curriculum Learning Standards			
Street Law			
United States History Strand of the No Child Left Behind			
Learning Objectives/Content Outcomes	Skills	Resources	Assessments
After completion of the lesson, students will be able to: better articulate, discuss and debate the policy of what the prosecutor must prove for conviction to occur in a criminal.  Identify two defenses that prove that a criminal act should be considered excusable or justifiable.  Describe how the defense of infancy can be applied.  Describe how insanity is proven.  Describe when the use of force in self-defense becomes unreasonable.	Drawing conclusions and inferences from multiple sources  Dialectical Thinking	Textbook  Primary Sources  Video: "Criminally Insane"	Observation  Test's  Quizzes

**Essential Terms:** Alibi, "Make My Day Laws, Infancy, Intoxication, Insanity, Entrapment, Duress, Necessity, Self Defense.

**Course: Street Law Unit: Criminal Law and Juvenile Justice**

Criminal Justice Process: Proceedings Before the Trial

Essential Question: To be able to identify two circumstances during preliminary proceedings that may result in no trial.  
 Be able to list the steps in the booking procedure.  
 How is bail determined?  
 Describe federal and state requirements for grand jury indictments.

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United States History Strand of the No Child Left Behind			
Learning Objectives/Content Outcomes	Skills	Resources	Assessments
Describe the f?  Describe factors used to determine probable cause?  Explain how the exclusionary rule protects individuals against unreasonable use of police power.  Understand key court decisions dealing with search and seizures.	Dialectical Thinking  Drawing conclusions and inferences from multiple sources	Textbook  Primary Sources  Guest Speakers(s): Lt. Tavares Sgt. Coppentrath Local Law Enforcement Agents.	Quizzes  Test's  Projects

**Essential Terms: Exclusionary Rule, Affidavit, Arrest Warrant, Drug Courier Profile, Reasonable Suspicion, Stop and Frisk, Consent, Plain View, Self-incrimination, Miranda v. Arizona, Vehicle Searches, Racial Profiling.**

