

Principles of Street Law Curriculum Guide

Name of Course: Street Law

Written/Revised: 2009

Course Number: 273

Number of Credits: 5

Level of Course: CP-B

Grade Level Offered: 11-12

Prerequisite: none

Course Description:

Principles of Street Law has been designed as an elective Social Studies course. The course is available for students in grades 11 and 12. The purpose of the course is to provide law related education, practical information and problem solving for legal survival in our society. Students will be exposed to a series of role playing, small group activities, and law-related simulations. Street Law will also be approached with a strong emphasis on cooperative learning that features student-directed lessons. Contemporary social issues, such as organized crime, capital punishment, the prison system, and the war on drugs will be explored by the student. Emphasis will be placed on the problems that are currently facing the student. The student will be given a better understanding of all levels of the American Justice System and how to best function in a law-based society.

By the end of Grade 12, students will be required to display a mastery of the New Jersey Core Proficiency Standards, building upon knowledge and skills gained in preceding grades. *Copies of the New Jersey Core Proficiency Standards are available upon request.*

II. New Jersey Core Proficiency Standards

Standard 6.1 All students will utilize historical thinking, problem solving, and research skills to maximize their understanding of Civics, History, Geography, and Economics.

Standard 6.2 (Civics) All students will know, understand and appreciate the values and principles of American Democracy and the rights, responsibilities, and roles of a citizen in the nation and the world.

Standard 6.3 (World History) all students will demonstrate knowledge of world history in order to understand life and events in the past and how they relate to the present and the future.

Standard 6.4 (United States and New Jersey History) All students will demonstrate knowledge of the United States and New Jersey history in order to understand life and events in the past and how they relate to the present and the future.

III. Course Outline

Text: **Street Law: A Course in Practical Law**, Sixth Edition. Arbetman, Lee P., and O'Brien, Edward L., Lincolnwood, ILL, National Textbook Company, 1999.
www.streetlaw.org

Strong Emphasis from : **New Jersey Code of Criminal Justice with Related Criminal Laws and Court Rules 2001**, The West Group, 2001.

Supplemental Materials:

Moat: A Simulation of Legal Procedures
Interact Plea Bargaining: A Game of Criminal Justice
We the Jury: A Simulation for the Classroom.
Police Patrol: A Simulation for the Classroom.
Conflict, Courts and Trials: A Mock Trial

Possible Film Resources:

Attica
Scared Straight
12 Angry Men
The Verdict
Outrage
Murder in America
Gideon's Trumpet
Juvenile Justice
Real Justice Parts 1 and 2
Super Max Prisons
New Mexico Prison Riot
Max Prisons - Worldwide
Frontline: The Plea
Women in Prison
Devil's Island
Burden of Innocence
The Last Castle
Frontline- The Plea
Wild West Tech- Executions

Class Trips: (Subject to availability)

Keogh-Dwyer Correctional Facility
New York State Correctional Facility - Otisville, NY

Sussex County Judicial Center - Newton, NJ
East Jersey State Prison
Sussex County Jail
New York State Correctional Facility - Otisville, NY
Edna Mahon Women's Correctional Facility, Clinton, NJ
Class Speakers: (Subject to Availability)

N J State Trooper
ATF Special Agent
Probation Officer
Crime Scene Investigator

Unit One: Student Rights

Time: 4
weeks

Goals: Students will be able to

1. Describe the changes brought about in education by the *Tinker v. Des Moines* decision.
2. Explain the protection of search and seizure as applied to schools.
3. Explain the limitation of speech and press and how it applies to schools.
4. List and explain the rights of students concerning suspension and expulsion.
5. Describe the legal rights students have concerning files, information, and school records.
6. Explain the theory concerning education as a privilege rather than a right.
7. Describe the protection of due process as it relates to student rights.

Objectives: Students will

1. List a number of laws which effect their daily lives.
2. Research and present to the class landmark cases relating to school rights
3. Describe how judicial review can be used to protect the Constitution and individual rights
4. Locate weekly news articles relating to the application of the legal system.
5. Students will maintain a notebook of all important terms and handouts.
6. Students will successfully pass all tests and quizzes.

Unit Two: Juvenile Law

Time: 4
weeks

Goals: Students will be able to

1. Explain the purpose and philosophy of juvenile law as it exists in New Jersey
2. Explain the concept of delinquency
3. Explain status offense
4. Explain the nature and extent of a juvenile hearing
5. Describe the factors affecting the disposition of a juvenile case.
6. Describe mitigating and aggravating circumstances concerning appropriate disposition of a juvenile case.

7. Explain the appropriate punitive measures that may be taken in a juvenile case.
8. Describe the role of J.C.C.
9. Describe the role of probation.
10. Describe the role of DYFS
11. Describe the role of JINS
12. Describe the role of the Juvenile Family Crisis Intervention Unit.

Objectives: Students will

1. Evaluate the merits of parental responsibility laws
2. List rights to which juveniles are entitled to as established by the Gault case
3. Compare and contrast rights to which adults and juveniles accused of crimes are entitled
4. Search for information on Juvenile Crime Statistics at the U.S. Department of Justice web site
5. Understand the terminology and privacy related to juveniles
6. Locate weekly news articles relating to the application of the legal system
7. Students will maintain a notebook of all important terms and handouts
8. Students will successfully pass all tests and quizzes

Unit Three: Crime

Time: 4
weeks

Goals: Students will be able to:

1. Describe the classes and degrees of crimes as they are listed in the New Jersey Criminal Codes
2. Explain some of the causes of crime
3. Explain the classification of specific criminal acts.
4. Explain the elements of a crime.
5. Explain the effect of crime on the individual and society.
6. List and explain possible solutions for crime.

Objectives: Students will:

1. Divide crimes into categories which will include property, persons, minors, computer, criminal and civil.
2. Identify successful community responses to crime
3. Interpret the 2nd Amendment to the constitution
4. Describe the relationship between alcohol, drugs and crime
5. Title 2C N.J. Code of Criminal Justice: distinguish between elements of burglary, robbery and various degrees of homicide
6. Compare legal consequences for principals and accomplices
7. Identify state v. federal crimes
8. Locate weekly news articles relating to the application of the legal system
9. Students will maintain a notebook of all important terms and handouts
10. Students will successfully pass all tests and quizzes

Unit Four: Courts

Time: 6
weeks

Goals: Students will be able to

1. Describe the Court System as it exists in New Jersey.
2. Explain the roles of the following courts:
 - State Supreme Court
 - Appeals Court
 - District Courts
 - Family Courts
 - County Courts
 - Small Claims Court
3. Describe the roles of:
 - Jury
 - Grand Jury
 - Petit Jury
4. Describe the roles of:
 - judge
 - defendant
 - district attorney
 - court reporter
 - defense clerk
 - bailiff
 - clerk of the court
5. Explain the rights of the accused
6. Explain arresting procedure and your rights.
7. Describe the process of making bail.
8. Describe what happens at an arraignment.
9. Explain a Grand Jury indictment.
10. Explain a preliminary hearing.
11. Describe the use of plea bargaining in resolving a case.
12. Explain sentencing procedures.
13. Participation in mock trials
14. Explain the concept of “Innocent until proven guilty.”
15. Explain the concept of : Beyond a reasonable doubt.”

Objectives: Students will

1. Identify the purpose of bail
2. Describe the roles of the prosecutor, defendant, defense attorney, judges and witnesses
3. Evaluate the arguments for and against the use of plea bargaining
4. Explain the meaning and importance of freedom from self-incrimination
5. State why a trial might not be fair if a defendant had no attorney
6. Describe four theories regarding the purpose of punishment and the assumptions on which each theory is based

7. Explain the concept of beyond a reasonable doubt and the preponderance of the evidence
8. Locate weekly news articles relating to the application of the legal system
9. Students will maintain a notebook of all important terms and handouts
10. Students will successfully pass all tests and quizzes

Unit Five: Enforcement

Time: 4
weeks

Goals: Students will be able to

1. Describe the role of the N.J.S.P. in law enforcement
2. Describe the role of local police in law enforcement.
3. List some of the problems facing law enforcement agencies in the state.
4. Describe the state's role in "aggressive enforcement of drug laws."
5. Describe the state's role in the fight against organized crime.
6. Explain the rules of conduct that dictate the arrest procedure in the state.
7. Describe the necessary elements of crime that must be prevalent before an arrest can be made.
8. Participation in role playing that simulates an arrest.

Objectives: Students will

1. Explain search and seizure rights involving people, property and automobiles
2. Evaluate the professional responsibility of law enforcement members
3. Understand sting versus entrapment situations
4. Describe due process as it relate to an arrest
5. Evaluate the effectiveness of various social laws
6. Locate weekly news articles relating to the application of the legal system
7. Students will maintain a notebook of all important terms and handouts
8. Students will successfully pass all tests and quizzes

Unit Six: Punishment and Corrections

Time: 4
weeks

Goals: Students will be able to

1. Explain the objectives of sentencing criminals.
2. Describe some of the factors considered in sentencing criminals.
3. Explain alternatives to imprisonment.
4. Describe the role of aggravating and mitigating circumstances in sentencing.
5. Compare and contrast indeterminate and determinate sentences.
6. List the problems facing prisons today.
7. Explain the arguments for and against the death penalty.
8. Explain the prison system as it exists in New Jersey.

Objectives: Students will

1. Explain the purpose of mandatory sentencing

2. Research various forms of capital punishment and their constitutionality
3. Describe the change in purpose of our prison system; from rehabilitation to punishment
4. Research various prisons and report to the class your findings
5. Identify methods used to carry out executions
6. Weigh arguments for and against the use of the death penalty
7. Contrast life behind bars with life in open society
8. Evaluate East Jersey State Prison based upon your visit
9. Locate weekly news articles relating to the application of the legal system
10. Students will maintain a notebook of all important terms and handouts
11. Students will successfully pass all tests and quizzes

Unit Seven: Torts

4 weeks

Goals: Students will be able to

1. Describe the relationship between public safety and tort law
2. Articulate the reasons why tort law contributes to increases in costs of goods and services
3. Explain how tort liability exists for 3 major categories of conduct: intentional wrongs, negligence, and activities for which strict liability is imposed.

Objectives: Students will

1. Describe the purpose of tort law
2. Explain the differences between intentional wrong, negligence and strict liability
3. Students will role play a mediation session which attempts to resolve a dispute
4. Analyze the advantages and disadvantages of the workers' compensation system
5. Research car insurance
6. Discuss the conflicting views surrounding workers' compensation
7. Explain negligence in the business community
8. Locate weekly news articles relating to the application of the legal system
9. Students will maintain a notebook of all important terms and handouts
10. Students will successfully pass all tests and quizzes

IV. Course Evaluation

Grading Policy

Tests, Homework, Class Activities, Weekly Current Events, Student Projects, and a Street Law Notebook will be assessed as a percentage of total points in each marking period. There is a weekly current events update that is based on the law.

It is the policy of the Social Studies Department that all assignments are to be presented in a timely manner. All assignments that are turned in after their due date will be considered "late." Assignments that are one day late will result in a permanent loss of credit.

High Point Regional High School's curriculum and instruction are aligned to the State's Core Curriculum Content Standards and address the elimination of discrimination by narrowing the achievement gap, by providing equity in educational programs and by providing opportunities for students to interact positively with others regardless of race, creed, color, national origin, ancestry, age, marital status, affect ional or sexual orientation, gender, religion, disability or socioeconomic status.