

Street Law

Grades 10-12

Units of Credit: One Semester (Elective)

Prerequisites: None

Course Description:

Street Law emphasizes practical law and provides opportunities for students to become educated in the American legal system. Students learn basic legal principles to apply as a citizen, consumer and employee. Study includes the structure and history of the legal system (criminal and civil), laws applying to minors, contract law, consumer law, employment law, property and landlord/tenant law, insurance, credit law, tort law, and white collar crimes.

This course offers available introduction to the laws that influence and shape our personal and professional lives. Real-life situations and applications are provided through an extensive group of guest speakers such as judges, lawyers, law enforcement officers, court reporters, and others.

Topics:

- Kinds of Law
- History of Law
- Careers in Law
- Law Enforcement in Courts
- Types of Crimes
- Employment Contracts and Conditions
- Varieties of Insurance
- Substance Abuse
- Contract Law
- Consumer Law
- Tort Law
- Juvenile Justice
- Credit Law
- Bankruptcy
- Real and Personal Property Law
- Landlord Tenant Law
- Warranty and Product Liability
- Laws Affecting Computers
- Internet Safety

NOTE: Throughout this document, learning target types are identified as knowledge (“K”), reasoning (“R”), skill (“S”), or product (“P”).

STANDARD 1: Students experience various career opportunities and assess personal career pathways.

Benchmark 1:

Explore and identify personal interests, aptitudes, and abilities and develop strategies to achieve tentative career goals.

Learning Targets (Type):

1. I can use Montana Career Information Systems (MCIS) and/or other systems or web resources to investigate and evaluate my personal interests, aptitudes and abilities. *(S,R)*
2. I can formulate tentative career goals. *(R)*
3. I can evaluate approaches for meeting my goals. *(R)*
4. I can identify my personal goals and values. *(K)*
5. I can identify my personal strengths and weaknesses. *(K)*

Benchmark 2:

Utilize local resources to research career plans.

Learning Targets (Type):

1. I can identify local resources to develop career plans. *(K)*
2. I can contact my school career counselor or teacher to pursue career pathways. *(S)*

Benchmark 3:

Recognize the interrelationships of family, community, career, and leisure roles.

Learning Targets (Type):

1. I can describe the importance of balance between family and community in regards to career and leisure activities. *(K)*
2. I can compare and contrast the needs of career and leisure activities and how they relate to and/or affect family and community. *(R)*
3. I can identify child development theories and their implications for educational and childcare practices. *(K, R)*
4. I can analyze cultural and environmental influences when assessing children's development. *(R)*
5. I can analyze abilities and needs of children and their effects on children's growth and development. *(R)*
6. I can identify appropriate guidelines for positive interactions with children. *(K)*
7. I can identify changes in family roles and family types. *(K)*
8. I can interpret the family life cycle/roles of parents. *(R)*
9. I can define and identify ways parenting skills can be developed. *(K)*
10. I can evaluate factors to consider in determining personal preparedness for parenthood: (i.e., biological, social, emotional, financial, and educational.) *(R)*
11. I can evaluate the demands and rewards of parenting. *(R)*

STANDARD 2: Students demonstrate an understanding and apply principles of Resource Management (i.e., financial, time, personal management)

Benchmark 1:

Prepare a budget and keep financial records.

Learning Targets (Type):

1. I can research and report cost of materials and time. *(S)*
2. I can document financial inputs and outputs. *(S)*
3. I can identify the necessity to maintain accurate financial records. *(K)*

4. I can apply and stay within a fixed budget. (S)
5. I can identify the costs involved with prenatal care, childbirth, and the first year of life. (K)

Benchmark 2:

Prioritize, allocate time, prepare and follow schedules to complete a project.

Learning Targets (Type):

1. I can estimate the required time to complete a project. (S)
2. I can prioritize resources, equipment and tasks. (S)
3. I can reflect upon completion. (S)

Benchmark 3:

Apply appropriate time to task.

Learning Targets (Type):

1. I can implement a time schedule for task completion. (S)

Benchmark 4:

Use physical resources wisely to accomplish a goal.

Learning Targets (Type):

1. I can identify the resources necessary to accomplish the task. (K)
2. I can maintain the tools of the trade. (S)
3. I can maximize the use of my resources. (S)
4. I can investigate the costs of birth defects to family and society. (S)

STANDARD 3: Students acquire and utilize personal and leadership skills to become successful, productive citizens.

Benchmark 1:

Demonstrate active leadership skills by participation in group activities and projects.

Learning Targets (Type):

1. I can investigate various leadership styles. (S)
2. I can apply leadership styles in group activities and projects. (S)

Benchmark 2:

Demonstrate positive personal and work ethics.

Learning Targets (Type):

1. I can show up for class and work on time. (S)
2. I can develop personal and work related goals. (S)
3. I can describe ethical behavior in the workplace. (K)

Benchmark 3:

Demonstrate skills to be a productive citizen.

Learning Targets (Type):

1. I can develop professional relationships with community members. (S)
2. I can contribute to my community in a positive manner. (S)

Benchmark 4:

Apply self-esteem building practices.

Learning Targets (Type):

1. I can define and provide evidence of my strengths in my career interest areas. (K)
2. I can persevere through set backs and stay focused on my goals. (S)

Benchmark 5:

Demonstrate appreciation for diverse perspective needs and characteristics.

Learning Targets (Type):

1. I can develop a working relationship with diverse populations. (S)
2. I can demonstrate communication skills that contribute to positive relationships. (S)
3. I can work to understand diverse points of view. (S)
4. I can participate in classroom discussions while respecting diverse opinions. (S,R)

Benchmark 6:

Practice several methods of effective communication.

Learning Targets (Type):

1. I can demonstrate good listening skills. (S)
2. I can effectively communicate verbally through collaborative projects. (S)
3. I can develop quality written professional communications. (S)
4. I can model and demonstrate appropriate communication skills. (S)

STANDARD 4: Students acquire and demonstrate current technical skills leading to an occupation.

Benchmark 1:

Practice technical skills and procedures required for an occupation.

Learning Targets (Type):

1. I can understand the various kinds of law.(K,R,S)
2. I can explain the history of Law.(K,R)
3. I can research careers in Law.(K,R)
4. I can recognize Law enforcements role in society.(K,R)
5. I can define the types of crimes.(K,R,S)
6. I can understand contracts.(K,R)
7. I can examine the varieties of insurance. (K,R)
8. I can know the cause and affects of substance abuse.(K,R,S)
9. I can define and use consumer, tort, and credit law.(K,R,S,P)
10. I can research and report on juvenile justice.(K,R)
11. I can explain the reasons and outcomes for bankruptcy.(K,R,S,P)
12. I can interpret real & personal property law.(K,R,S,P)
13. I can understand and use landlord tenant law.(K,R,S,P)
14. I can research current laws affecting computers.(K,R)
15. I can examine warranties and product liability.(K,R)
16. I can document, implement, and apply Internet Safety. (K,R)

Benchmark 2:

Practice safe and appropriate use of technology.

Learning Targets (Type):

1. I can apply standard and proper procedure in using technology. (K,R)
2. I can understand and follow listed directions (wall chart) to keep students and equipment safe.(K,R)

Benchmark 3:

Select the appropriate tools, equipment, and procedures for the task.

Learning Targets (Type):

1. I can use best practices equipment, programs, and procedures for specific tasks. (K,R)

Benchmark 4:

Manage and maintain technological tools and follow troubleshooting protocol.

Learning Targets (Type):

1. I can use established procedures to manage and maintain technological tools. *(K,R,S,P)*
2. I can understand and follow appropriate trouble shooting steps. *(K,R,S)*

Benchmark 5:

Apply technical information to a variety of sources.

Learning Targets (Type):

1. I can use various sources to apply technical information. *(K,R,S)*

STANDARD 5: Students know and demonstrate the requirements of the workplace through authentic application.

Benchmark 1:

Practice and demonstrate academic and technical skills to a workplace setting.

Learning Targets (Type):

1. I can practice, and demonstrate my technical workplace skills in my school lab. *(S)*
2. I can research, write and present on the technical content utilizing academic skills found in workplace settings. *(S)*

Benchmark 2:

Apply the concepts of entrepreneurship.

Learning Targets (Type):

1. I can explain the concepts of entrepreneurship. *(K)*
2. I can demonstrate the concepts of entrepreneurship through a unique project. *(S)*
3. I can present my unique project to an authentic audience. *(S)*

Benchmark 3:

Identify possible outcomes and consequences of decisions.

Learning Targets (Type):

1. I can identify possible consequences of carelessness and horseplay. *(K)*
2. I can explain potential outcomes of not following directions, (i.e. safety, guidelines, rubrics). *(K)*

Benchmark 4:

Use acceptable industry standard equipment in a school setting.

Learning Targets (Type):

1. I can successfully use acceptable industry standard equipment to produce an authentic product within budget constraints. *(S)*