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Social Studies: Street Law

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Standards Introduction: The standards for Street Law cover the study of practical law and the United States legal system. Students participate in activities based on key concepts and content dealing with juvenile justice, criminal law, family law, rights in the community and citizen advocacy. Students develop skills in critical thinking, expressing judgment, communication, observation and problem solving. The standards encourage effective and informed citizen participation in our legal system.

**SK – Skills**

The Social Studies program promotes essential skills to increase the students ability to acquire information and manipulate data, develop and present policies and debates, construct new knowledge, and participate in groups. Each skill is dependent upon and enriched by all other skills, so that the learner can:

- Skills:
- SK1a:** select an appropriate strategy to solve a problem and determine a rational course of action.
  - SK1b:** use a variety of primary and secondary resources to express and defend personal convictions.
  - SK1c:** participate in persuading, compromising, debating, and negotiating in the resolution of conflicts and differences.
  - SK1d:** participate in interviews, conduct case studies, and interact with agencies and community personnel who are working with people.

Strand/Theme:

**SS1 Citizenship**

Social studies programs should include experiences that provide for the study of the ideals, principles, and practices of citizenship in a democratic republic, so that the learner can:

- Standards:
- SS1a:** evaluate the degree to which public policy and citizen behaviors exemplify the stated ideals of democratic government.
  - SS1b:** define and demonstrate the attributes, rights, and responsibilities of a democratic citizen to include voting procedures and the election process.
  - SS1c:** recognize group behavior as shown by fads, language, leadership, and tradition.

Strand/Theme:

**SS2 Culture**

Social studies programs should include experiences that provide for the study of culture and cultural diversity, so that the learner can:

- Standards:
- SS2a:** examine the effects of prejudice on the individual and group.
  - SS2b:** analyze why behaviors do not occur in isolation.

Strand/Theme:

**SS3 Time, Continuity, and Change**

Social studies programs should include experiences that provide for the study of the way human beings view themselves in and over time, so that the learner can:

- Standard:
- SS3a:** evaluate Supreme Court decisions within their historical contexts.

Strand/Theme:

**SS4 Space and Place**

Social studies programs should include experiences that provide for the study of space and place, so that the learner can:

- Standards:
- SS4a:** assess how location affects an individual or a group's perception of the world.

**SS4b:** recognize the interrelationship between geographical location and behavior.

Strand/Theme:

**SS5 Individual Development and Identity**

Social studies programs should include experiences that provide for the study of individual development and identity, so that the learner can:

Standards:

- SS5a:** identify how individual behaviors are sanctioned and rewarded in society.
- SS5b:** develop the ability to resolve disputes through formal and informal mechanisms.

Strand/Theme:

**SS6 Individuals, Groups, and Institutions**

Social studies programs should provide for the study of the interaction among individuals, groups, and institutions, so that the learner can:

Standards:

- SS6a:** analyze examples of tensions between expressions of individuality and efforts used to promote social conformity.
- SS6b:** identify societies' sanctions for unacceptable behavior.

Strand/Theme:

**SS7 Production, Distribution, and Consumption**

Social studies programs should include experiences that provide for the study of how people organize for the production, distribution, and consumption of goods and services, so that the learner can:

Standards:

- SS7a:** describe how economic development affects the social system and societal values.
- SS7b:** analyze social problems that arise from economic imbalance.

Strand/Theme:

**SS8 Power, Authority, and Governance**

Social studies programs should include experiences that provide for the study of how people create and change structures of power, authority, and governance, so that the learner can:

Standards:

- SS8a:** investigate the concept and development of basic human rights (e.g., universal human rights, civil rights, basic US rights as outlined in the Bill of Rights).
- SS8b:** discuss criminal justice systems, and evaluate suggested reforms.
- SS8c:** examine the fundamental principles and values underlying our Constitution, laws, and legal system.
- SS8d:** analyze ideas and mechanisms to manage conflict and establish order and security.
- SS8e:** examine recurring issues involving rights, roles, and status of the individual.

Strand/Theme:

**SS9 Science, Technology, and Society**

Social studies programs should include experiences that provide for the study of the relationships among science, technology, and society, so that the learner can:

Standards:

- SS9a:** examine how laws and policies affect scientific and technological applications.
- SS9b:** explain and apply existing scientific theory and modes of inquiry examining recurring social issues and problems.

**SS9c:** analyze how science and technology influence the core values, beliefs, and attitudes of society.

Strand/Theme:

**SS10 Global Connections**

Social studies programs should include experiences that provide for the study of global connections and interdependence, so that the learner can:

Standards:

**SS10a:** identify and discuss universal human rights issues.

**SS10b:** describe sense of justice, tolerance, and fairness.

**SS10c:** evaluate the effects of media on our perceptions of the world.