



STREET LAW

A Course in Practical Law

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STANDARDS	PAGE REFERENCES
<p>STANDARD 1: Students understand the purposes of government, and the basic constitutional principles* of the United States republican form of government.</p>	
<p>RATIONALE</p> <p><i>Citizens need to understand different ideas about civic life*, politics*, and government so that they can make informed judgments, decisions and actions about the role of government. Understanding allows individuals to analyze the advantages and disadvantages of the United States system, to evaluate issues related to its design and purposes, and to offer suggestions for change and improvement. The United States written constitution* sets forth the principles* upon which our government is based. The successful implementation of the constitutional system of the United States is dependent upon its citizens holding civic values* and principles* in common that constitute the political culture* of the United States and the founders' original intent. Citizens must understand the fundamental ideas of constitutional government*, its history, and contemporary relevance to develop a reasoned commitment to constitutionalism and rule of law*. Citizens can use these understandings as criteria to evaluate the performance of government officials and to gauge their own effectiveness as citizens.</i></p>	
<p>1.1 Students know and understand what government is and what purpose it serves.</p>	
<p>Grades 9-12</p> <p>As students in grades 9-12 extend their knowledge, what they know and are able to do includes</p>	
<ul style="list-style-type: none"> explaining how purposes of government impact the individual and society; 	<p>Student Edition: 324-326, 432-433, 445-459, 472-474, 477-482, 490-498 <i>The Case of...</i> 473 <i>You Be the Judge</i> 475, 483</p> <p>Teacher Manual: A 423, 485; B 405, 457, 466; D 307, 430</p>

STANDARDS	PAGE REFERENCES
<ul style="list-style-type: none"> analyzing how different forms of government execute the purposes of government; and 	<p>Student Edition: 4-5, 20-21, 15-17</p> <p>Teacher Manual: A 18; LRP 20</p>
<ul style="list-style-type: none"> analyzing and knowing how different forms of government impact the individual (<i>for example, personal freedom and political liberty</i>). 	<p>Student Edition: 324-326, 432-433, 445-459, 472-474, 477-482, 490-498</p> <p><i>The Case of...</i> 473</p> <p><i>You Be the Judge</i> 475, 483</p> <p>Teacher Manual: A 423, 485; B 405, 457, 466; D 307, 430</p>
<p>1.2 Students know the essential characteristics of limited* and unlimited government*.</p>	
<ul style="list-style-type: none"> comparing and contrasting limited* and unlimited government* (<i>for example, constitutional republic*, authoritarian*, and totalitarian government*</i>); 	<p>Student Edition: 16, 17</p> <p>Teacher Manual: D 17</p>
<ul style="list-style-type: none"> comparing how constitutions* promote the principles* of a political system and provide the basis for government; and 	<p>Student Edition: 15-18, 440-444, 571-599</p> <p><i>Problem</i> 18, 442, 444</p> <p>Teacher Manual: A 18, 417; B 416; D 17, 419</p>
<ul style="list-style-type: none"> describing how constitutions* and the rule of law* may limit government. 	<p>Student Edition: 4-5, 15-18, 57-59</p> <p><i>Problem</i> 5, 18</p> <p>Teacher Manual: A 5, 18; D 17</p>
<p>1.3 Students understand the principles* of the United States constitutional government*.</p>	
<ul style="list-style-type: none"> analyzing the political thought that influenced the development of the United States Constitution (<i>for example, social contract* theory, the major ideas of republicanism*, natural rights* philosophy</i>); 	<p>Student Edition: 15-18, 19-21</p> <p><i>Problem</i> 18</p> <p>Teacher Manual: A 18, D 17</p>
<ul style="list-style-type: none"> evaluating the Federalist and Anti-Federalist positions in the context of contemporary United States society; 	<p>Student Edition: 10, 17, 500-501</p> <p>Teacher Manual: D 17</p>

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<ul style="list-style-type: none"> explaining how the United States Constitution is a vehicle for continuity and preserving liberty, yet allows for change; and 	<p>Student Edition: 15-18, 441-442, 571-599 <i>Problem 18, 442</i></p> <p>Teacher Manual: A 18; B 416; D 17-18</p>
<ul style="list-style-type: none"> explaining the conditions which are necessary for the United States constitutional government* to operate effectively (<i>for example, the acceptance of or commitment to common constitutional principles*</i>). 	<p>Student Edition: 15-18, 441-442, 571-599 <i>Problem 18, 442</i></p> <p>Teacher Manual: A 18; B 416; D 17-18</p>
<p>1.4 Students know the distinctive characteristics of the political culture* of the United States.</p>	
<ul style="list-style-type: none"> analyzing how amendments, laws, and landmark decisions have helped fulfill the promise of the Constitution; 	<p>Student Edition: 15-18, 440-444, 449, 453 <i>Problem 18, 442, 444</i></p> <p>Teacher Manual: B 416, 425-426; D 17-18</p>
<ul style="list-style-type: none"> analyzing the relationship between the Constitution and the political culture* in which it exists; 	<p>Student Edition: 7-8, 15-18, 571-599 <i>Problem 8</i></p> <p>Teacher Manual: D 17-18</p>
<ul style="list-style-type: none"> developing, evaluating, and defending positions* about the importance of adhering to constitutional principles* in managing conflicts over diverse viewpoints (<i>for example, taxation, civil rights, and balance of power</i>); and 	<p>Student Edition: 8-10, 431, 500-501, 541 <i>Human Rights USA 11, 118, 249, 367, 381, 514</i></p> <p>Teacher Manual: A 9, 500; HRU 10</p>
<ul style="list-style-type: none"> developing, evaluating, and defending positions* on the effectiveness of the Constitution and Bill of Rights in protecting the rights of all citizens. 	<p>Student Edition: 10, 17, 140, 438, 441-442, 444, 513 <i>Human Rights USA 11, 118, 249, 367, 381, 516</i> <i>Problem 442</i></p> <p>Teacher Manual: A 9, 18, 417; B 129; HRU 10</p>

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<p>1.5 Students know the fundamental democratic principles* inherent in the United States concept of a constitutional democratic republic*.</p>	
<ul style="list-style-type: none"> developing and defending positions* on issues in which traditional principles* of representative government are in conflict, using historical and contemporary examples (<i>for example, conflicts between liberty* and equality, between individual rights* and the common good*</i>); 	<p>Student Edition: 448-450, 453-456, 458-459 <i>The Case of...</i> 453 <i>Human Rights USA</i> 11 Teacher Manual: B 425, 433; D 430; HRU 10</p>
<ul style="list-style-type: none"> developing, evaluating, and defending positions* about historical and contemporary efforts to act according to constitutional principles (<i>for example, abolition movement, desegregation of schools, civil rights movements</i>); and 	<p>Student Edition: <i>The Case of...</i> 60, 153, 378, 392, 412, 489, 528 Teacher Manual: TCO 143, 348-349, 358-359, 384, 481-482, 522-523</p>
<ul style="list-style-type: none"> developing, evaluating, and defending positions* on contemporary issues on the balance between individual rights* and the common good*. 	<p>Student Edition: 448-450, 453-456, 458-459 <i>The Case of...</i> 453 <i>Human Rights USA</i> 11 Teacher Manual: B 425, 433; D 430; HRU 10</p>
<p>STANDARD 2: Students know the structure and function of local, state, and national government and how citizen involvement shapes public policy.</p>	
<p>2.1 Students know the organization and functions of local, state, and national governments.</p>	
<ul style="list-style-type: none"> analyzing how the organization of the local, state, and national governments influences the formulation and implementation of policy (<i>for example, weak versus strong mayoral system, unicameral* versus bicameral legislature*, legislative approval of presidential appointments</i>); 	<p>Student Edition: 19-24, 26-27 <i>The Case of...</i> 22 <i>Law in Action</i> 23 <i>Problem</i> 21 Teacher Manual: A 20, 22, 24; TCO 21</p>
<ul style="list-style-type: none"> explaining why states have their own constitutions* and the relationship of state constitutions to the federal constitution (<i>for example, the "roots" of colonial assemblies, strong state governments</i>); 	<p>Student Edition: 17, 18, 19-21, 54, 444, 491, 518 <i>Problem</i> 21 Teacher Manual: A 20; B 419</p>

STANDARDS	PAGE REFERENCES
<ul style="list-style-type: none"> evaluating the tension between citizens' desire for government services and benefits, and the costs associated with providing those; and 	<p>Student Edition: 427-435, 437 <i>Law in Action</i> 436 <i>Problem</i> 430, 432, 433</p> <p>Teacher Manual: A 399; B 403, 405-406; D 398, 401</p>
<ul style="list-style-type: none"> describing major provisions of the Colorado Constitution. 	<p>This standard can be met during classroom discussion about the Colorado Constitution. The Constitution of the United States is found on the following pages.</p> <p>Student Edition: 570-599</p>
<p>2.2 Students know how power*, authority*, and responsibility are distributed, shared, and limited through federalism* as established by the United States Constitution.</p>	
<ul style="list-style-type: none"> analyzing how the design of the United States Constitution balances and checks to prevent the abuse of power* (<i>for example, Marbury v. Madison, Supreme Court packing under New Deal, Watergate</i>); and 	<p>Student Edition: 16, 17 <i>Law & Democracy</i> 58 <i>Problem</i> 18</p> <p>Teacher Manual: D 17-18; LD 54</p>
<ul style="list-style-type: none"> developing, evaluating, and defending positions* on historical and contemporary conflicts over the respective roles, balance of power*, and responsibility between local, state, and federal government. 	<p>Student Edition: 16, 17, 19-21, 502 <i>Problem</i> 18, 21</p> <p>Teacher Manual: A 20</p>
<p>2.3 Students know and understand the place of law in the Colorado and United States constitutional systems.</p>	
<ul style="list-style-type: none"> explaining the significance of historical and contemporary events to illustrate the central place of the rule of law* (<i>for example, United States Supreme Court cases such as United States v. Nixon, Mapp v. Ohio, Gideon v. Wainwright</i>); 	<p>Student Edition: 162, 170 <i>The Case of...</i> 60 <i>Landmark Supreme Court Cases</i> 467</p> <p>Teacher Manual: B 150; RV 166; TCO 55</p>
<ul style="list-style-type: none"> analyzing, using historical and contemporary examples, the meaning and significance of the idea of equal protection* of laws for all persons (<i>for example, Brown v. Board of Education, University of California v. Bakke</i>); 	<p>Student Edition: 442, 444, 500-501, 503, 504, 506-507, 526-527, 530-531 <i>The Case of...</i> 528 <i>Problem</i> 503</p> <p>Teacher Manual: A 499, 501; B 419; TCO 522-523</p>

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<ul style="list-style-type: none"> explaining how the state and federal courts' power* of judicial review reflects the United States constitutional government* (<i>for example, Marbury v. Madison</i>); and 	<p>Student Edition: 16, 17 <i>Law & Democracy</i> 58</p> <p>Teacher Manual: LD 54; LO 17</p>
<ul style="list-style-type: none"> developing, evaluating, and defending positions* on current issues regarding judicial protection of individual rights* (<i>for example, explaining the basic concept of due process* protections, including presumption of innocence, speedy and public trials, right to counsel, trial by jury, right of appeal</i>). 	<p>Student Edition: 166-172, 194, 195, 411, 439, 442, 484-485, 487-488 <i>The Case of...</i> 60, 488</p> <p>Teacher Manual: A 163; B 165, 167, 477, 478</p>
<p>2.4 Students know how public policy* is developed at the local, state, and national levels.</p>	
<ul style="list-style-type: none"> evaluating the contemporary roles of voters, political parties*, associations, and groups in local, state, and national politics* (<i>for example, political action committees, interest groups*, think tanks, unions, professional organizations</i>); 	<p>Student Edition: 7-8, 34-36, 550-553 <i>Figure</i> 37 <i>Problem</i> 8, 36</p> <p>Teacher Manual: A 33; D 34</p>
<ul style="list-style-type: none"> analyzing a current public policy* issue at local, state, or national levels and evaluating the alternative positions (<i>for example, welfare reform</i>); 	<p>Student Edition: 268-270, 272, 516-518 <i>The Case of...</i> 517 <i>Law in Action</i> 273 <i>Law & Democracy</i> 271</p> <p>Teacher Manual: A 263-264; B 513</p>
<ul style="list-style-type: none"> explaining why conflicts within traditional principles* of representative government may make agreement on issues of public policy* difficult (<i>for example, affirmative action, gun control, environmental protection, capital punishment, growth, welfare reform</i>); and 	<p>Student Edition: 85-87, 178, 180, 182, 506-507 <i>For Your Information...</i> 86 <i>The Case of...</i> 181, 508-509</p> <p>Teacher Manual: B 178; D 76; TCA 506-508</p>
<ul style="list-style-type: none"> developing, evaluating, and defending positions* about the role of media and public opinion in United States politics* (<i>for example, ways that government and media influence public opinion and the behavior of public officials</i>). 	<p>Student Edition: 333, 465-471 <i>The Case of...</i> 466, 467 <i>Youth Act</i> 33</p> <p>Teacher Manual: A 444, 449; B 445</p>

STANDARDS	PAGE REFERENCES
<p>STANDARD 3: Students know the political relationship of the United States and its citizens to other nations and to world affairs.</p>	
<p>3.1 Students know how and why governments and nongovernmental agencies around the world interact politically.</p>	
<ul style="list-style-type: none"> identifying and analyzing the effectiveness of solutions used to resolve an international problem or concern by governmental and nongovernmental agencies (<i>for example, United Nations attempts to resolve political conflicts, attempts to deal with world-wide refugee problems, terrorism, attempts to protect the world's environment</i>). 	<p>Student Edition: 9, 24-27, 62, 204-209 <i>Problem 28, 62, 207</i></p> <p>Teacher Manual: B 202</p>
<p>3.2 Students understand how the United States government develops foreign policy*.</p>	
<ul style="list-style-type: none"> analyzing how and why domestic politics* may impose constraints or obligations on the ways in which the United States acts in the world, giving current political examples (<i>for example, understanding treaties and their relationship to the Constitution</i>); and 	<p>Student Edition: 9-10, 20, 27 <i>Problem 28</i></p>
<ul style="list-style-type: none"> identifying and analyzing issues concerning the national interests of the United States. 	<p>Student Edition: 204-209, 469 <i>Problem 207, 469</i></p> <p>Teacher Manual: B 202; P 450</p>
<p>3.3 Students understand the domestic and foreign policy influence the United States has on other nations and how the actions of other nations influence politics* and society of the United States.</p>	
<ul style="list-style-type: none"> evaluating the impact of significant international developments on the United States and other nations (<i>for example, impact of land mines</i>); 	<p>Student Edition: 26-27, 204-209 <i>Problem 28, 207</i></p> <p>Teacher Manual: B 202</p>
<ul style="list-style-type: none"> describing the impact abroad of the principles* of the Declaration of Independence and the United States Constitution; 	<p>Student Edition: 15-17, 442-444, 499 <i>Problem 18, 444</i></p> <p>Teacher Manual: A 417; B 419; D 17-18</p>

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<ul style="list-style-type: none"> giving examples of how foreign policy decisions made by foreign countries affect the United States; 	<p>Student Edition: 204-209, 469 <i>Problem 207</i>, 469</p> <p>Teacher Manual: B 202; P 450</p>
<ul style="list-style-type: none"> giving examples of diplomatic strategies used by the United States government when interacting on significant international issues (<i>for example, humanitarian and development aid, economic sanctions</i>); 	<p>Student Edition: 8-10, 75, 444, 600-607 <i>Human Rights USA</i> 11 <i>Law & Democracy</i> 338</p> <p>Teacher Manual: A 9, 420</p>
<ul style="list-style-type: none"> evaluating current international issues in which the foreign policy* of the United States has played a significant role (<i>for example, world trade negotiations - GATT agreements</i>); and 	<p>Student Edition: 204-209 <i>Problem 207</i></p> <p>Teacher Manual: B 202</p>
<ul style="list-style-type: none"> identifying opportunities for citizens of the United States to participate in the resolution of international problems and concerns (<i>for example, citizens pressure to release the remains of POWs from Vietnam</i>). 	<p>Student Edition: 30</p> <p>Teacher Manual: LO 27</p>
<p>STANDARD 4: Students understand how citizens exercise the roles, rights, and responsibilities of participation in civic life* at all levels -- local, state, and national.</p>	
<p>4.1 Students know what citizenship is.</p>	
<ul style="list-style-type: none"> explaining the rights and obligations of United States citizens; 	<p>Student Edition: 12, 445-450, 452-456, 458-459, 477-478, 480-482, 490-498 <i>The Case of...</i> 479 <i>Problem 447</i>, 492, 497</p> <p>Teacher Manual: A 485; B 425, 465, 466-467, 469-470, D 430</p>
<ul style="list-style-type: none"> comparing and analyzing the rights and responsibilities of citizens and non-citizens in the United States; and 	<p>Student Edition: 12, 445-450, 452-456, 458-459, 477-478, 480-482, 490-498 <i>The Case of...</i> 479 <i>Problem 447</i>, 492, 497</p> <p>Teacher Manual: A 485; B 425, 465, 466-467, 469-470, D 430</p>

STANDARDS	PAGE REFERENCES
<ul style="list-style-type: none"> evaluating the usefulness of the following characteristics of an effective citizen to participate effectively in public life (<i>for example, civic virtue, common courtesy, respect for person and property, civic and personal responsibility, and honest and fair dealings</i>). 	<p>Student Edition: 12, 35, 365 <i>The Case of...</i> 13, 366</p> <p>Teacher Manual: D 34-35; TCA 15-16, 333</p>
<p>4.2 Students know how citizens can fulfill their responsibilities for preserving the constitutional republic*.</p>	
<ul style="list-style-type: none"> evaluating whether and when their obligations as citizens require that their personal desires and interests be balanced with the public good; 	<p>Student Edition: 12 <i>The Case of...</i> 13, 104, 481</p> <p>Teacher Manual: TCA 15-16, 93, 470-471</p>
<ul style="list-style-type: none"> evaluating what to do when individual beliefs or constitutional principles* are in conflict; and 	<p>Student Edition: 477-478, 480-482 <i>The Case of...</i> 104, 479, 481 <i>You Be the Judge</i> 483</p> <p>Teacher Manual: TCO 93, 468-469, 470-471; YBTJ 471-473</p>
<ul style="list-style-type: none"> identifying and evaluating how the characteristics of an effective citizen promote the preservation of the republic. 	<p>Student Edition: 477-478, 480-482 <i>The Case of...</i> 104, 479, 481 <i>You Be the Judge</i> 483</p> <p>Teacher Manual: TCO 93, 468-469, 470-471; YBTJ 471-473</p>
<p>4.3 Students know how citizens can exercise their rights.</p>	
<ul style="list-style-type: none"> identifying the scope and limits of rights (<i>for example, all rights have limits</i>); 	<p>Student Edition: 447, 448-450, 462, 465-468, 473, 474, 476, 480-481 <i>The Case of...</i> 466 <i>Problem</i> 450</p> <p>Teacher Manual: A 445; B 422, 425-426, 433, 457</p>
<ul style="list-style-type: none"> explaining considerations and criteria commonly used in determining what limits should be placed on specific rights (<i>for example, clear and present danger, national security, public safety</i>); 	<p>Student Edition: 105-106, 454, 458-459, 469-470 <i>Problem</i> 459, 469</p> <p>Teacher Manual: B 93; P 451</p>

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<ul style="list-style-type: none"> evaluating different positions on contemporary issues that involve rights of citizens (<i>for example, restricted membership in organizations, sexual harassment, school prayer, refusal of medical care</i>); and 	<p>Student Edition: 480, 521, 523 <i>The Case of...</i> 479, 486, 522, 534 <i>Problem</i> 524</p> <p>Teacher Manual: B 487; D 517; TCA 468-469, 486-487, 517-518, 526</p>
<ul style="list-style-type: none"> describing and evaluating historical or current examples of citizen movements to ensure rights of all citizens. 	<p>Student Edition: 200-201, 438-439, 500, 511, 518-519 <i>For Your Information...</i> 519</p> <p>Teacher Manual: B 499, 509, 514</p>
<p>4.4 Students know how citizens can participate in civic life*.</p>	
<ul style="list-style-type: none"> evaluating the effectiveness of various forms of political participation (<i>for example, voting, attending political and governmental meetings, contacting public officials</i>); 	<p>Student Edition: 12, 29-32, 34-36 <i>Figure</i> 37 <i>Problem</i> 32, 36 <i>Steps to Take</i> 31</p> <p>Teacher Manual: A 36; D 33-35; P 35</p>
<ul style="list-style-type: none"> describing various ways one can exercise leadership and participate in public affairs (<i>for example, campaigning</i>); 	<p>Student Edition: 12, 29-32, 34-36 <i>Figure</i> 37 <i>Problem</i> 32, 36 <i>Steps to Take</i> 31</p> <p>Teacher Manual: A 36; D 33-35; P 35</p>
<ul style="list-style-type: none"> demonstrating understanding of strategies for monitoring and influencing current public policy* (<i>for example, writing to a public official, writing letters to the editor, working with advocacy groups, working on a political campaign or using technology to monitor and influence legislation</i>); and 	<p>Student Edition: 29-32, 34-36 <i>Problem</i> 32 <i>Steps to Take</i> 31 <i>Youth Act</i> 33</p> <p>Teacher Manual: A 36; B 27-28; D 29, 33-35; P 35</p>

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<ul style="list-style-type: none"> describing the role of civil disobedience*. 	<p>Student Edition: 462, 473 <i>The Case of...</i> 473</p> <p>Teacher Manual: TCO 456</p>