

## Pre-Law II

<b>Primary Career Cluster:</b>	Law, Public Safety, Corrections, & Security
<b>Course Contact:</b>	<a href="mailto:CTE.Standards@tn.gov">CTE.Standards@tn.gov</a>
<b>Course Code:</b>	C30H09
<b>Prerequisite(s):</b>	<i>Pre-Law I</i> (C30H08)
<b>Credit:</b>	1
<b>Grade Level:</b>	9-11
<b>Focused Elective Graduation Requirements:</b>	This course satisfies one of three credits required for an elective focus when taken in conjunction with other Law, Public Safety, Corrections, & Security courses.
<b>POS Concentrator:</b>	This course satisfies one out of two required courses to meet the Perkins V concentrator definition, when taken in sequence in the approved program of study.
<b>Programs of Study and Sequence:</b>	This is the second course in the <i>Pre-Law</i> program of study.
<b>Aligned Student Organization(s):</b>	SkillsUSA: <a href="https://www.skillsusatn.org/">https://www.skillsusatn.org/</a>
<b>Coordinating Work-Based Learning:</b>	Teachers are encouraged to use embedded WBL activities such as informational interviewing, job shadowing, and career mentoring. For information, visit <a href="https://www.tn.gov/education/educators/career-and-technical-education/work-based-learning.html">https://www.tn.gov/education/educators/career-and-technical-education/work-based-learning.html</a>
<b>Promoted Tennessee Student Industry Credentials:</b>	Credentials are aligned with postsecondary and employment opportunities and with the competencies and skills that students acquire through their selected program of study. For a listing of promoted student industry credentials, visit <a href="https://www.tn.gov/education/educators/career-and-technical-education/student-industry-certification.html">https://www.tn.gov/education/educators/career-and-technical-education/student-industry-certification.html</a>
<b>Teacher Endorsement(s):</b>	590, 750
<b>Required Teacher Certifications/Training:</b>	None
<b>Teacher Resources:</b>	<a href="https://www.tn.gov/education/educators/career-and-technical-education/career-clusters/cte-cluster-law-public-safety.html">https://www.tn.gov/education/educators/career-and-technical-education/career-clusters/cte-cluster-law-public-safety.html</a>  Best for All Central: <a href="https://bestforall.tnedu.gov/">https://bestforall.tnedu.gov/</a>

## Course at a Glance

CTE courses provide students with an opportunity to develop specific academic, technical, and 21<sup>st</sup> century skills necessary to be successful in career and in life. In pursuit of ensuring every student in Tennessee achieves this level of success, we begin with rigorous course standards which feed into intentionally designed programs of study.

Students engage in industry relevant content through general education integration and experiences such as career & technical student organizations (CTSO) and work-based learning (WBL). Through these experiences, students are immersed with industry standard content and technology, solve industry-based problems, meaningfully interact with industry professionals, and use/produce industry specific, informational texts.

### Using a Career and Technical Student Organization (CTSO) in Your Classroom

CTSOs are a great resource to put classroom learning into real-life experiences for your students through classroom, regional, state, and national competitions, and leadership opportunities. Below are CTSO connections for this course, note this is not an exhaustive list.

- Participate in CTSO Fall Leadership Conference to engage with peers by demonstrating logical thought processes and developing industry specific skills that involve teamwork and project management
- Participate in contests that highlight job skill demonstration; interviewing skills; community service activities, extemporaneous speaking, and job interview
- Participate in leadership activities such as Student2Student Mentoring, National Week of Service, Officer Training, and Community Action Project

For more ideas and information, visit Tennessee SkillsUSA at <https://www.skillsusatn.org/>.

### Using Work-based Learning in Your Classroom

Sustained and coordinated activities that relate to the course content are the key to successful work-based learning. Possible activities for this course include the following. This is not an exhaustive list.

- **Standards 1-15** | The content in these fifteen standards can be enhanced by visits to local courtrooms during all phases of criminal trials from choosing a jury through jury deliberation and verdict.
- **Standards 16-20** | Visit a local consumer credit counseling service or invite a business attorney to discuss contractual relationships.

For more ideas and information, visit <https://www.tn.gov/education/educators/career-and-technical-education/work-based-learning.html>.

## Course Description

*Pre-Law II* is the second course designed to prepare students to pursue careers in the field of law. Upon completion of this course, a proficient student will be able to describe the organization of local, national and state court systems and the legal process, explain the concepts of trials, and differentiate business, labor, and consumer law. In addition, students will model the professional, moral, and ethical standards required of professionals in the field of law.

## Program of Study Application

This is the second course in the *Pre-Law* program of study. For more information on the benefits and requirements of implementing this program in full, please visit the Law, Public Safety, Corrections, & Security website at <https://www.tn.gov/education/educators/career-and-technical-education/career-clusters/cte-cluster-law-public-safety.html>.

## Course Standards

### Overview of Courts

- 1) Outline the functions of the state, federal, and military court systems in civil, and criminal proceedings; compare and contrast the subject matter jurisdiction of each system, identifying where the systems overlap; explain venue and how it is determined.
- 2) Explore the different ways public opinion and elected officials can affect the civil and criminal justice process; compose a hypothetical case that includes several examples of how public opinion and/or the decisions of elected officials impacted the outcome or deliberation of professionals involved in the case.
- 3) Construct an argumentative essay developing a claim about how the U.S. Constitution, the Bill of Rights, and landmark cases such as *Miranda v. Arizona*, *Weeks v. United States*, *Mapp v. Ohio*, and/or *Escobedo v. Illinois* have affected the civil and criminal justice system and legal professionals in particular.
- 4) Define temporary detention; discuss the circumstances law officers must recognize to detain an individual as well as to conduct a frisk. Review the Landmark Supreme Court decision *Terry v. Ohio* and debate the “stop and frisk” tactics used over the last decade by the New York Police Department and their impact on case outcomes.
- 5) Break down rights provided in the Miranda warning and the circumstances under which officers and other corrections authorities are required to read them to an arrested person. Analyze the possible outcomes in a criminal case in the event the Miranda Warning is not given at the time of interrogation. Explore situations in which rights may be delayed or waived, for example, if the suspect is considered an “enemy combatant”.
- 6) Define what constitutes a lawful arrest and explain the steps necessary to obtain an arrest warrant. Review and discuss court cases related to unlawful arrests and debate circumstances that should have been in place to make the arrests lawful.

- 7) Analyze how technological advances are changing the landscape of police surveillance. Synthesize research from relevant law journal articles to craft an argumentative essay that discusses potential legal and ethical issues that could arise as technology continues to evolve.

### **Pre-trial Procedures**

- 8) Role play a scenario whereby a defendant is briefed about pre-trial procedures including, but not limited to arraignment, plea bargaining, grand jury or preliminary hearings. Include a description for each pre-trial procedure as well as the purpose of each. Write a pre-trial motion for a criminal case.
- 9) Describe how a jury is selected for a civil and criminal case. Explain in a narrative the voir dire process, providing examples of situations in which a juror can be dismissed for cause and describing how an attorney might use his or her peremptory challenges to benefit the client.
- 10) Research and identify Supreme Court decisions (such as Batson v. Kentucky) associated with rulings barring the use of race, ethnicity, and other characteristics as a basis for excluding potential jurors. Debate as a class the advantages and disadvantages of the "jury of your peers" system in America.

### **Trial**

- 11) Categorize the types of evidence that can be presented in a civil and criminal trial. Differentiate among the various types of evidence and correlate which party (defense or prosecution) has the burden of proof, including the defendant's burden to prove the defense claimed.
- 12) Explain in a narrative the purpose and types of motions and challenges to evidence, including the different elements of a motion and how they are organized. Draft an example of a motion to suppress evidence.
- 13) Determine the role of witness testimony in a civil and criminal trial, including such areas as exchange of information/communication between attorneys, the rules of discovery, and the laws and/or rules of ethics governing communication between witnesses and attorneys.
- 14) Investigate news media and professional commentary on how the "CSI Effect" (televised forensic science) has affected the legal system, including a juror's decision making. Debate in groups whether or not the differences between the portrayal of the justice system in popular media and how the system actually operates have impacted the system's ability to function effectively.
- 15) Generate a scenario in which a crime is committed and a suspect enters the criminal justice system. Describe in detail what happens at each of the following stages and what relevant actors participate in the process: investigation and arrest; pre-trial activities; adjudication; sentencing; corrections and re-entry.

## **Business, Labor, and Consumer Law**

- 16) Evaluate the four types of business organizations and give an example of each from businesses in the area. Describe the structure, advantages and disadvantages of each. Research and present ways legislation affects business organizations in Tennessee.
- 17) Create a list of contractual relationships students have entered into during the recent past (i.e., buying clothes, renting a video, ordering food in a restaurant, buying gas, agreeing to baby sit, etc.) and highlight the essential parts of each. Differentiate between the implied and expressed contracts and those that are bilateral and unilateral. Based on one of the contracts, create a legal memo that outlines the validity and enforceability of the contract.
- 18) Interpret the impact of legislation on worker benefits, employment conditions, and employee rights. Relate the duties of the employer and the duties of the employee associated with the legislation.
- 19) Differentiate the law of sales from various sales transaction scenarios distinguishing laws that regulate consumer protection during transactions. Create consumer credit scenarios that depict the use of credit and the application of laws that regulate consumer credit to illustrate both positive and negative consumer outcomes.
- 20) Examine procedures for borrowing money with secured transactions, analyzing types of negotiable instruments including commercial paper. Examine bankruptcy laws. Review cases and assess the application of bankruptcy laws in each case.

### **The following artifacts will reside in the student's portfolio:**

- Technological changes argumentative essay
- Pre-trial motion for a criminal case
- Motion to suppress evidence
- Scenario of suspect's progression through the criminal justice system
- Legal memo regarding contract

## **Standards Alignment Notes**

\*\*References to other standards include:

- P21: Partnership for 21st Century Skills [Framework for 21st Century Learning](#)
  - Note: While not all standards are specifically aligned, teachers will find the framework helpful for setting expectations for student behavior in their classroom and practicing specific career readiness skills.