



TEKS CORRELATIONS & SUGGESTED PACING GUIDE

Court Systems & Practices



iCEV Law, Public Safety, Corrections & Security Site

Meets 66% of TEKS

123 days of teaching material

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Court Systems & Structures

Knowledge and Skills Statement	Student Expectation	Breakout	Lesson
(2) The student examines the structure of the legal system in the United States. The student is expected to:	(A) trace the history, structure, and function of state and federal court systems and criminal procedure	(i) trace the history of state court systems	Court Systems & Structures
(2) The student examines the structure of the legal system in the United States. The student is expected to:	(A) trace the history, structure, and function of state and federal court systems and criminal procedure	(ii) trace the history of state criminal procedure	Court Systems & Structures
(2) The student examines the structure of the legal system in the United States. The student is expected to:	(A) trace the history, structure, and function of state and federal court systems and criminal procedure	(iii) trace the history of federal court systems	Court Systems & Structures
(2) The student examines the structure of the legal system in the United States. The student is expected to:	(A) trace the history, structure, and function of state and federal court systems and criminal procedure	(iv) trace the history of federal criminal procedure	Court Systems & Structures
(2) The student examines the structure of the legal system in the United States. The student is expected to:	(A) trace the history, structure, and function of state and federal court systems and criminal procedure	(v) trace the structure of state court systems	Court Systems & Structures
(2) The student examines the structure of the legal system in the United States. The student is expected to:	(A) trace the history, structure, and function of state and federal court systems and criminal procedure	(vi) trace the structure of federal court systems	Court Systems & Structures
(2) The student examines the structure of the legal system in the United States. The student is expected to:	(A) trace the history, structure, and function of state and federal court systems and criminal procedure	(vii) trace the function of state court systems	Court Systems & Structures
(2) The student examines the structure of the legal system in the United States. The student is expected to:	(A) trace the history, structure, and function of state and federal court systems and criminal procedure	(viii) trace the function of state criminal procedure	Court Systems & Structures
(2) The student examines the structure of the legal system in the United States. The student is expected to:	(A) trace the history, structure, and function of state and federal court systems and criminal procedure	(ix) trace the function of federal court systems	Court Systems & Structures
(2) The student examines the structure of the legal system in the United States. The student is expected to:	(A) trace the history, structure, and function of state and federal court systems and criminal procedure	(x) trace the function of federal criminal procedure	Court Systems & Structures

(2) The student examines the structure of the legal system in the United States. The student is expected to:	(B) compare and contrast the state court system and the federal court system	(i) compare and contrast the state court system and the federal court system	Court Systems & Structures
(3) The student explores the roles and responsibilities of members of courtroom work groups. The student is expected to:	(A) explain the roles of professionals such as the police, prosecutor, judge, victim advocates, and criminal defense attorney in the criminal process	(i) explain the roles of professionals in the criminal process	Court Systems & Structures
(3) The student explores the roles and responsibilities of members of courtroom work groups. The student is expected to:	(B) examine the roles and importance of members of the courtroom such as the jury, bailiff, and court reporter	(i) examine the roles of members of the courtroom	Court Systems & Structures
(3) The student explores the roles and responsibilities of members of courtroom work groups. The student is expected to:	(B) examine the roles and importance of members of the courtroom such as the jury, bailiff, and court reporter	(ii) examine the importance of members of the courtroom	Court Systems & Structures
(5) The student examines the steps by which a criminal charge is processed through pretrial, trial, adjudication, and the appellate stages. The student is expected to:	(G) conduct a mock trial demonstrating understanding of the criminal trial procedure	(i) conduct a mock trial demonstrating understanding of the criminal trial procedure	Court Systems & Structures

Criminal Justice & Court Systems

Knowledge and Skills Statement	Student Expectation	Breakout	Lesson
(2) The student examines the structure of the legal system in the United States. The student is expected to:	(A) trace the history, structure, and function of state and federal court systems and criminal procedure	(i) trace the history of state court systems	Criminal Justice & Court Systems
(2) The student examines the structure of the legal system in the United States. The student is expected to:	(A) trace the history, structure, and function of state and federal court systems and criminal procedure	(ii) trace the history of state criminal procedure	Criminal Justice & Court Systems
(2) The student examines the structure of the legal system in the United States. The student is expected to:	(A) trace the history, structure, and function of state and federal court systems and criminal procedure	(iii) trace the history of federal court systems	Criminal Justice & Court Systems
(2) The student examines the structure of the legal system in the United States. The student is expected to:	(A) trace the history, structure, and function of state and federal court systems and criminal procedure	(iv) trace the history of federal criminal procedure	Criminal Justice & Court Systems
(2) The student examines the structure of the legal system in the United States. The student is expected to:	(A) trace the history, structure, and function of state and federal court systems and criminal procedure	(v) trace the structure of state court systems	Criminal Justice & Court Systems
(2) The student examines the structure of the legal system in the United States. The student is expected to:	(A) trace the history, structure, and function of state and federal court systems and criminal procedure	(vi) trace the structure of federal court systems	Criminal Justice & Court Systems
(2) The student examines the structure of the legal system in the United States. The student is expected to:	(A) trace the history, structure, and function of state and federal court systems and criminal procedure	(vii) trace the function of state court systems	Criminal Justice & Court Systems
(2) The student examines the structure of the legal system in the United States. The student is expected to:	(A) trace the history, structure, and function of state and federal court systems and criminal procedure	(viii) trace the function of state criminal procedure	Criminal Justice & Court Systems
(2) The student examines the structure of the legal system in the United States. The student is expected to:	(A) trace the history, structure, and function of state and federal court systems and criminal procedure	(ix) trace the function of federal court systems	Criminal Justice & Court Systems
(2) The student examines the structure of the legal system in the United States. The student is expected to:	(A) trace the history, structure, and function of state and federal court systems and criminal procedure	(x) trace the function of federal criminal procedure	Criminal Justice & Court Systems

(2) The student examines the structure of the legal system in the United States. The student is expected to:	(B) compare and contrast the state court system and the federal court system	(i) compare and contrast the state court system and the federal court system	Criminal Justice & Court Systems
(5) The student examines the steps by which a criminal charge is processed through pretrial, trial, adjudication, and the appellate stages. The student is expected to:	(B) explain pretrial court proceedings such as rules of discovery, challenges to evidence, and the bail process	(i) explain pretrial court proceedings	Criminal Justice & Court Systems
(5) The student examines the steps by which a criminal charge is processed through pretrial, trial, adjudication, and the appellate stages. The student is expected to:	(E) identify the trial process from pretrial to sentencing	(i) identify the trial process from pretrial to sentencing	Criminal Justice & Court Systems
(5) The student examines the steps by which a criminal charge is processed through pretrial, trial, adjudication, and the appellate stages. The student is expected to:	(F) evaluate a simulated criminal case	(i) evaluate a simulated criminal case	Criminal Justice & Court Systems
(6) The student explains the structure and provisions of the U.S. Constitution and the Bill of Rights and how they impact the criminal trial process. The student is expected to:	(E) analyze the effect of landmark cases such as Miranda v. Arizona, Weeks v. United States, Mapp v. Ohio, Douglas v. California, and Escobedo v. Illinois on individuals entering the criminal justice system	(i) analyze the effect of landmark cases on individuals entering the criminal justice system	Criminal Justice & Court Systems

Crime Defined

Knowledge and Skills Statement	Student Expectation	Breakout	Lesson
(2) The student examines the structure of the legal system in the United States. The student is expected to:	(F) identify the differences in processing a misdemeanor and felony case	(i) identify the differences in processing a misdemeanor and felony case	Crime Defined

Criminal Law History & Development

Knowledge and Skills Statement	Student Expectation	Breakout	Lesson
(2) The student examines the structure of the legal system in the United States. The student is expected to:	(D) explain and interpret the purposes of law regarding criminal acts and behaviors	(i) explain the purposes of law regarding criminal acts	Criminal Law History & Development
(2) The student examines the structure of the legal system in the United States. The student is expected to:	(D) explain and interpret the purposes of law regarding criminal acts and behaviors	(ii) explain the purposes of law regarding criminal behaviors	Criminal Law History & Development
(2) The student examines the structure of the legal system in the United States. The student is expected to:	(D) explain and interpret the purposes of law regarding criminal acts and behaviors	(iii) interpret the purposes of law regarding criminal acts	Criminal Law History & Development
(2) The student examines the structure of the legal system in the United States. The student is expected to:	(D) explain and interpret the purposes of law regarding criminal acts and behaviors	(iv) interpret the purposes of law regarding criminal behaviors	Criminal Law History & Development
(2) The student examines the structure of the legal system in the United States. The student is expected to:	(E) distinguish between constitutional law, case law, statutory law, and administrative law	(i) distinguish between constitutional law, case law, statutory law, and administrative law	Criminal Law History & Development
(2) The student examines the structure of the legal system in the United States. The student is expected to:	(F) identify the differences in processing a misdemeanor and felony case	(i) identify the differences in processing a misdemeanor and felony case	Criminal Law History & Development
(2) The student examines the structure of the legal system in the United States. The student is expected to:	(I) describe the impact of public opinion and the legislature on the U.S. court system	(ii) describe the impact of the legislature on the U.S. court system	Criminal Law History & Development
(6) The student explains the structure and provisions of the U.S. Constitution and the Bill of Rights and how they impact the criminal trial process. The student is expected to:	(D) explain the impact of the Eighth, Ninth, and Tenth amendments on the criminal justice system	(i) explain the impact of the Eighth amendment on the criminal justice system	Criminal Law History & Development
(6) The student explains the structure and provisions of the U.S. Constitution and the Bill of Rights and how they impact the criminal trial process. The student is expected to:	(F) describe the due process rights of a criminal suspect in the trial and sentencing process	(i) describe the due process rights of a criminal suspect in the trial process	Criminal Law History & Development

(6) The student explains the structure and provisions of the U.S. Constitution and the Bill of Rights and how they impact the criminal trial process. The student is expected to:	(F) describe the due process rights of a criminal suspect in the trial and sentencing process	(ii) describe the due process rights of a criminal suspect in the sentencing process	Criminal Law History & Development
(6) The student explains the structure and provisions of the U.S. Constitution and the Bill of Rights and how they impact the criminal trial process. The student is expected to:	(G) explain the impact of the Fifth and Sixth amendments on the criminal trial process	(i) explain the impact of the Fifth amendment on the criminal trial process	Criminal Law History & Development
(6) The student explains the structure and provisions of the U.S. Constitution and the Bill of Rights and how they impact the criminal trial process. The student is expected to:	(G) explain the impact of the Fifth and Sixth amendments on the criminal trial process	(ii) explain the impact of the Sixth amendment on the criminal trial process	Criminal Law History & Development

Types of Criminal Defenses

Knowledge and Skills Statement	Student Expectation	Breakout	Lesson
(5) The student examines the steps by which a criminal charge is processed through pretrial, trial, adjudication, and the appellate stages. The student is expected to:	(D) explore the impact of pleas and plea bargaining on the trial proceedings	(i) explore the impact of pleas on the trial proceedings	Types of Criminal Defenses
(5) The student examines the steps by which a criminal charge is processed through pretrial, trial, adjudication, and the appellate stages. The student is expected to:	(D) explore the impact of pleas and plea bargaining on the trial proceedings	(ii) explore the impact of plea bargaining on the trial proceedings	Types of Criminal Defenses

Evidence Collection: Laws & Regulations

Knowledge and Skills Statement	Student Expectation	Breakout	Lesson
(6) The student explains the structure and provisions of the U.S. Constitution and the Bill of Rights and how they impact the criminal trial process. The student is expected to:	(C) analyze the exclusionary rule and the fruit of the poisonous tree doctrine to determine if evidence obtained in an illegal search scenario is admissible in court	(i) analyze the exclusionary rule to determine if evidence obtained in an illegal search scenario is admissible in court	Evidence Collection: Laws & Regulations

Arrest Procedure

Knowledge and Skills Statement	Student Expectation	Breakout	Lesson
(6) The student explains the structure and provisions of the U.S. Constitution and the Bill of Rights and how they impact the criminal trial process. The student is expected to:	(A) apply the police responsibilities under the Fourth Amendment regarding search and seizure in a simulated arrest scenario	(i) apply the police responsibilities under the Fourth Amendment regarding search and seizure in a simulated arrest scenario	Arrest Procedure

Employability Skills

Knowledge and Skills Statement	Student Expectation	Breakout	Lesson
<p>(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to achieve business and industry employability skills standards such as attendance, on-time arrival, meeting deadlines, working toward personal/team goals every day, and ethical use of technology.</p>	<p>(A) achieve business and industry employability skills standards such as attendance, on-time arrival, meeting deadlines, working toward personal/team goals every day, and ethical use of technology</p>	<p>(i) achieve business and industry employability skills standards</p>	<p>Employability Skills</p>

Introduction to Professional Communication

Knowledge and Skills Statement	Student Expectation	Breakout	Lesson
(4) The student recognizes communication skills needed for courtroom policies and procedures. The student is expected to:	(A) use communication skills to evaluate body language such as gestures, verbal tone, and inflection during testimony	(i) use communication skills to evaluate body language	Introduction to Professional Communication
(4) The student recognizes communication skills needed for courtroom policies and procedures. The student is expected to:	(B) demonstrate interpersonal communication skills	(i) demonstrate interpersonal communication skills	Introduction to Professional Communication

Written Communication Practices

Knowledge and Skills Statement	Student Expectation	Breakout	Lesson
(4) The student recognizes communication skills needed for courtroom policies and procedures. The student is expected to:	(C) apply writing skills to formulate effective field note taking and report writing	(i) apply writing skills to formulate effective field note taking	Written Communication Practices
(4) The student recognizes communication skills needed for courtroom policies and procedures. The student is expected to:	(C) apply writing skills to formulate effective field note taking and report writing	(ii) apply writing skills to formulate effective report writing	Written Communication Practices

Correlations to the Texas Essential Knowledge and Skills (TEKS): Student/Teacher Material

Subject	Chapter 130. Texas Essential Knowledge and Skills for Career & Technical Education
Subchapter	Subchapter L. Law, Public Safety, Corrections & Security
Course	§130.340. Court Systems & Practics (One Credit), Adopted 2015.
Publisher	CEV Multimedia, Ltd.
Program Title	iCEV Law, Public Safety, Corrections & Security Site
Program ISBN	9781614592280
TKES Coverage (%)	66%

(a) General Requirements. This course is recommended for students in Grades 10-12. Recommended prerequisite: Law Enforcement I or Principles of Government or Public Administration. Students shall be awarded one credit for successful completion of this course.

(b) Introduction.

- (1) Career and technical education instruction provides content aligned with challenging academic standards and relevant technical knowledge and skills for students to further their education and succeed in current or emerging professions.
- (2) The Law, Public Safety, Corrections, and Security Career Cluster focuses on planning, managing, and providing legal services, public safety, protective services, and homeland security, including professional and technical support services.
- (3) Court Systems and Practices is an overview of the federal and state court systems. The course identifies the roles of judicial officers and the trial processes from pretrial to sentencing and examines the types and rules of evidence. Emphasis is placed on constitutional laws for criminal procedures such as search and seizure, stop and frisk, and interrogation.
- (4) Students are encouraged to participate in extended learning experiences such as career and technical student organizations and other leadership or extracurricular organizations.
- (5) Statements that contain the word "including" reference content that must be mastered, while those containing the phrase "such as" are intended as possible illustrative examples.

(c) Knowledge and Skills.

Knowledge and Skills Statement	Student Expectation	Breakout	Lesson
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to achieve business and industry employability skills standards such as attendance, on-time arrival, meeting deadlines, working toward personal/team goals every day, and ethical use of technology.	(A) achieve business and industry employability skills standards such as attendance, on-time arrival, meeting deadlines, working toward personal/team goals every day, and ethical use of technology	(i) achieve business and industry employability skills standards	Employability Skills

Knowledge and Skills Statement	Student Expectation	Breakout	Lesson
(2) The student examines the structure of the legal system in the United States. The student is expected to:	(A) trace the history, structure, and function of state and federal court systems and criminal procedure	(i) trace the history of state court systems	Court Systems & Structures
(2) The student examines the structure of the legal system in the United States. The student is expected to:	(A) trace the history, structure, and function of state and federal court systems and criminal procedure	(i) trace the history of state court systems	Criminal Justice & Court Systems
(2) The student examines the structure of the legal system in the United States. The student is expected to:	(A) trace the history, structure, and function of state and federal court systems and criminal procedure	(ii) trace the history of state criminal procedure	Court Systems & Structures
(2) The student examines the structure of the legal system in the United States. The student is expected to:	(A) trace the history, structure, and function of state and federal court systems and criminal procedure	(ii) trace the history of state criminal procedure	Criminal Justice & Court Systems
(2) The student examines the structure of the legal system in the United States. The student is expected to:	(A) trace the history, structure, and function of state and federal court systems and criminal procedure	(iii) trace the history of federal court systems	Court Systems & Structures
(2) The student examines the structure of the legal system in the United States. The student is expected to:	(A) trace the history, structure, and function of state and federal court systems and criminal procedure	(iii) trace the history of federal court systems	Criminal Justice & Court Systems
(2) The student examines the structure of the legal system in the United States. The student is expected to:	(A) trace the history, structure, and function of state and federal court systems and criminal procedure	(iv) trace the history of federal criminal procedure	Court Systems & Structures
(2) The student examines the structure of the legal system in the United States. The student is expected to:	(A) trace the history, structure, and function of state and federal court systems and criminal procedure	(iv) trace the history of federal criminal procedure	Criminal Justice & Court Systems
(2) The student examines the structure of the legal system in the United States. The student is expected to:	(A) trace the history, structure, and function of state and federal court systems and criminal procedure	(v) trace the structure of state court systems	Court Systems & Structures
(2) The student examines the structure of the legal system in the United States. The student is expected to:	(A) trace the history, structure, and function of state and federal court systems and criminal procedure	(v) trace the structure of state court systems	Criminal Justice & Court Systems

Knowledge and Skills Statement	Student Expectation	Breakout	Lesson
(2) The student examines the structure of the legal system in the United States. The student is expected to:	(A) trace the history, structure, and function of state and federal court systems and criminal procedure	(vi) trace the structure of federal court systems	Court Systems & Structures
(2) The student examines the structure of the legal system in the United States. The student is expected to:	(A) trace the history, structure, and function of state and federal court systems and criminal procedure	(vi) trace the structure of federal court systems	Criminal Justice & Court Systems
(2) The student examines the structure of the legal system in the United States. The student is expected to:	(A) trace the history, structure, and function of state and federal court systems and criminal procedure	(vii) trace the function of state court systems	Court Systems & Structures
(2) The student examines the structure of the legal system in the United States. The student is expected to:	(A) trace the history, structure, and function of state and federal court systems and criminal procedure	(vii) trace the function of state court systems	Criminal Justice & Court Systems
(2) The student examines the structure of the legal system in the United States. The student is expected to:	(A) trace the history, structure, and function of state and federal court systems and criminal procedure	(viii) trace the function of state criminal procedure	Court Systems & Structures
(2) The student examines the structure of the legal system in the United States. The student is expected to:	(A) trace the history, structure, and function of state and federal court systems and criminal procedure	(viii) trace the function of state criminal procedure	Criminal Justice & Court Systems
(2) The student examines the structure of the legal system in the United States. The student is expected to:	(A) trace the history, structure, and function of state and federal court systems and criminal procedure	(ix) trace the function of federal court systems	Court Systems & Structures
(2) The student examines the structure of the legal system in the United States. The student is expected to:	(A) trace the history, structure, and function of state and federal court systems and criminal procedure	(ix) trace the function of federal court systems	Criminal Justice & Court Systems
(2) The student examines the structure of the legal system in the United States. The student is expected to:	(A) trace the history, structure, and function of state and federal court systems and criminal procedure	(x) trace the function of federal criminal procedure	Court Systems & Structures
(2) The student examines the structure of the legal system in the United States. The student is expected to:	(A) trace the history, structure, and function of state and federal court systems and criminal procedure	(x) trace the function of federal criminal procedure	Criminal Justice & Court Systems

Knowledge and Skills Statement	Student Expectation	Breakout	Lesson
(2) The student examines the structure of the legal system in the United States. The student is expected to:	(B) compare and contrast the state court system and the federal court system	(i) compare and contrast the state court system and the federal court system	Court Systems & Structures
(2) The student examines the structure of the legal system in the United States. The student is expected to:	(B) compare and contrast the state court system and the federal court system	(i) compare and contrast the state court system and the federal court system	Criminal Justice & Court Systems
(2) The student examines the structure of the legal system in the United States. The student is expected to:	(C) explain and illustrate how jurisdiction impacts criminal charges and trial proceedings	(i) explain how jurisdiction impacts criminal charges	N/A
(2) The student examines the structure of the legal system in the United States. The student is expected to:	(C) explain and illustrate how jurisdiction impacts criminal charges and trial proceedings	(ii) explain how jurisdiction impacts trial proceedings	N/A
(2) The student examines the structure of the legal system in the United States. The student is expected to:	(C) explain and illustrate how jurisdiction impacts criminal charges and trial proceedings	(iii) illustrate how jurisdiction impacts criminal charges	N/A
(2) The student examines the structure of the legal system in the United States. The student is expected to:	(C) explain and illustrate how jurisdiction impacts criminal charges and trial proceedings	(iv) illustrate how jurisdiction impacts trial proceedings	N/A
(2) The student examines the structure of the legal system in the United States. The student is expected to:	(D) explain and interpret the purposes of law regarding criminal acts and behaviors	(i) explain the purposes of law regarding criminal acts	Criminal Law History & Development
(2) The student examines the structure of the legal system in the United States. The student is expected to:	(D) explain and interpret the purposes of law regarding criminal acts and behaviors	(ii) explain the purposes of law regarding criminal behaviors	Criminal Law History & Development
(2) The student examines the structure of the legal system in the United States. The student is expected to:	(D) explain and interpret the purposes of law regarding criminal acts and behaviors	(iii) interpret the purposes of law regarding criminal acts	Criminal Law History & Development
(2) The student examines the structure of the legal system in the United States. The student is expected to:	(D) explain and interpret the purposes of law regarding criminal acts and behaviors	(iv) interpret the purposes of law regarding criminal behaviors	Criminal Law History & Development

Knowledge and Skills Statement	Student Expectation	Breakout	Lesson
(2) The student examines the structure of the legal system in the United States. The student is expected to:	(E) distinguish between constitutional law, case law, statutory law, and administrative law	(i) distinguish between constitutional law, case law, statutory law, and administrative law	Criminal Law History & Development
(2) The student examines the structure of the legal system in the United States. The student is expected to:	(F) identify the differences in processing a misdemeanor and felony case	(i) identify the differences in processing a misdemeanor and felony case	Criminal Law History & Development
(2) The student examines the structure of the legal system in the United States. The student is expected to:	(F) identify the differences in processing a misdemeanor and felony case	(i) identify the differences in processing a misdemeanor and felony case	Crime Defined
(2) The student examines the structure of the legal system in the United States. The student is expected to:	(G) describe and interpret the impact of the grand jury process on court proceedings regarding criminal scenarios	(i) describe the impact of the grand jury process on court proceedings regarding criminal scenarios	N/A
(2) The student examines the structure of the legal system in the United States. The student is expected to:	(G) describe and interpret the impact of the grand jury process on court proceedings regarding criminal scenarios	(ii) interpret the impact of the grand jury process on court proceedings regarding criminal scenarios	N/A
(2) The student examines the structure of the legal system in the United States. The student is expected to:	(H) examine relationship of the U.S. Constitution and the Bill of Rights upon the court system	(i) examine relationship of the U.S. Constitution upon the court system	N/A
(2) The student examines the structure of the legal system in the United States. The student is expected to:	(H) examine relationship of the U.S. Constitution and the Bill of Rights upon the court system	(ii) examine relationship of the Bill of Rights upon the court system	N/A
(2) The student examines the structure of the legal system in the United States. The student is expected to:	(I) describe the impact of public opinion and the legislature on the U.S. court system	(i) describe the impact of public opinion on the U.S. court system	N/A
(2) The student examines the structure of the legal system in the United States. The student is expected to:	(I) describe the impact of public opinion and the legislature on the U.S. court system	(ii) describe the impact of the legislature on the U.S. court system	Criminal Law History & Development
(3) The student explores the roles and responsibilities of members of courtroom work groups. The student is expected to:	(A) explain the roles of professionals such as the police, prosecutor, judge, victim advocates, and criminal defense attorney in the criminal process	(i) explain the roles of professionals in the criminal process	Court Systems & Structures

Knowledge and Skills Statement	Student Expectation	Breakout	Lesson
(3) The student explores the roles and responsibilities of members of courtroom work groups. The student is expected to:	(B) examine the roles and importance of members of the courtroom such as the jury, bailiff, and court reporter	(i) examine the roles of members of the courtroom	Court Systems & Structures
(3) The student explores the roles and responsibilities of members of courtroom work groups. The student is expected to:	(B) examine the roles and importance of members of the courtroom such as the jury, bailiff, and court reporter	(ii) examine the importance of members of the courtroom	Court Systems & Structures
(3) The student explores the roles and responsibilities of members of courtroom work groups. The student is expected to:	(C) analyze the impact of the victim and the defendant upon the courtroom process	(i) analyze the impact of the victim upon the courtroom process	N/A
(3) The student explores the roles and responsibilities of members of courtroom work groups. The student is expected to:	(C) analyze the impact of the victim and the defendant upon the courtroom process	(ii) analyze the impact of the defendant upon the courtroom process	N/A
(3) The student explores the roles and responsibilities of members of courtroom work groups. The student is expected to:	(D) discuss the dynamics of assembly line justice and discretion found in court proceedings	(i) discuss the dynamics of assembly line justice in court proceedings	N/A
(3) The student explores the roles and responsibilities of members of courtroom work groups. The student is expected to:	(D) discuss the dynamics of assembly line justice and discretion found in court proceedings	(ii) discuss the dynamics of discretion found in court proceedings	N/A
(4) The student recognizes communication skills needed for courtroom policies and procedures. The student is expected to:	(A) use communication skills to evaluate body language such as gestures, verbal tone, and inflection during testimony	(i) use communication skills to evaluate body language	Introduction to Professional Communication
(4) The student recognizes communication skills needed for courtroom policies and procedures. The student is expected to:	(B) demonstrate interpersonal communication skills	(i) demonstrate interpersonal communication skills	Introduction to Professional Communication
(4) The student recognizes communication skills needed for courtroom policies and procedures. The student is expected to:	(C) apply writing skills to formulate effective field note taking and report writing	(i) apply writing skills to formulate effective field note taking	Written Communication Practices
(4) The student recognizes communication skills needed for courtroom policies and procedures. The student is expected to:	(C) apply writing skills to formulate effective field note taking and report writing	(ii) apply writing skills to formulate effective report writing	Written Communication Practices

Knowledge and Skills Statement	Student Expectation	Breakout	Lesson
(5) The student examines the steps by which a criminal charge is processed through pretrial, trial, adjudication, and the appellate stages. The student is expected to:	(A) examine the interaction between police and prosecutor in filing complaints and making a decision to charge such as Defenses to Prosecution and application of various definitions of intent	(i) examine the interaction between police and prosecutor in filing complaints	N/A
(5) The student examines the steps by which a criminal charge is processed through pretrial, trial, adjudication, and the appellate stages. The student is expected to:	(A) examine the interaction between police and prosecutor in filing complaints and making a decision to charge such as Defenses to Prosecution and application of various definitions of intent	(ii) examine the interaction between police and prosecutor in making a decision to charge	N/A
(5) The student examines the steps by which a criminal charge is processed through pretrial, trial, adjudication, and the appellate stages. The student is expected to:	(B) explain pretrial court proceedings such as rules of discovery, challenges to evidence, and the bail process	(i) explain pretrial court proceedings	Criminal Justice & Court Systems
(5) The student examines the steps by which a criminal charge is processed through pretrial, trial, adjudication, and the appellate stages. The student is expected to:	(C) distinguish between direct and circumstantial evidence and burden of proof for federal and state courts	(i) distinguish between direct and circumstantial evidence and burden of proof for federal courts	N/A
(5) The student examines the steps by which a criminal charge is processed through pretrial, trial, adjudication, and the appellate stages. The student is expected to:	(C) distinguish between direct and circumstantial evidence and burden of proof for federal and state courts	(ii) distinguish between direct and circumstantial evidence and burden of proof for state courts	N/A
(5) The student examines the steps by which a criminal charge is processed through pretrial, trial, adjudication, and the appellate stages. The student is expected to:	(D) explore the impact of pleas and plea bargaining on the trial proceedings	(i) explore the impact of pleas on the trial proceedings	Types of Criminal Defenses

Knowledge and Skills Statement	Student Expectation	Breakout	Lesson
(5) The student examines the steps by which a criminal charge is processed through pretrial, trial, adjudication, and the appellate stages. The student is expected to:	(D) explore the impact of pleas and plea bargaining on the trial proceedings	(ii) explore the impact of plea bargaining on the trial proceedings	Types of Criminal Defenses
(5) The student examines the steps by which a criminal charge is processed through pretrial, trial, adjudication, and the appellate stages. The student is expected to:	(E) identify the trial process from pretrial to sentencing	(i) identify the trial process from pretrial to sentencing	Criminal Justice & Court Systems
(5) The student examines the steps by which a criminal charge is processed through pretrial, trial, adjudication, and the appellate stages. The student is expected to:	(F) evaluate a simulated criminal case	(i) evaluate a simulated criminal case	Criminal Justice & Court Systems
(5) The student examines the steps by which a criminal charge is processed through pretrial, trial, adjudication, and the appellate stages. The student is expected to:	(G) conduct a mock trial demonstrating understanding of the criminal trial procedure	(i) conduct a mock trial demonstrating understanding of the criminal trial procedure	Court Systems & Structures
(6) The student explains the structure and provisions of the U.S. Constitution and the Bill of Rights and how they impact the criminal trial process. The student is expected to:	(A) apply the police responsibilities under the Fourth Amendment regarding search and seizure in a simulated arrest scenario	(i) apply the police responsibilities under the Fourth Amendment regarding search and seizure in a simulated arrest scenario	Arrest Procedure
(6) The student explains the structure and provisions of the U.S. Constitution and the Bill of Rights and how they impact the criminal trial process. The student is expected to:	(B) determine if a search initiated in a scenario is proper under the provisions of the Fourth Amendment	(i) determine if a search initiated in a scenario is proper under the provisions of the Fourth Amendment	N/A
(6) The student explains the structure and provisions of the U.S. Constitution and the Bill of Rights and how they impact the criminal trial process. The student is expected to:	(C) analyze the exclusionary rule and the fruit of the poisonous tree doctrine to determine if evidence obtained in an illegal search scenario is admissible in court	(i) analyze the exclusionary rule to determine if evidence obtained in an illegal search scenario is admissible in court	Evidence Collection: Laws & Regulations

Knowledge and Skills Statement	Student Expectation	Breakout	Lesson
(6) The student explains the structure and provisions of the U.S. Constitution and the Bill of Rights and how they impact the criminal trial process. The student is expected to:	(C) analyze the exclusionary rule and the fruit of the poisonous tree doctrine to determine if evidence obtained in an illegal search scenario is admissible in court	(ii) analyze the fruit of the poisonous tree doctrine to determine if evidence obtained in an illegal search scenario is admissible in court	N/A
(6) The student explains the structure and provisions of the U.S. Constitution and the Bill of Rights and how they impact the criminal trial process. The student is expected to:	(D) explain the impact of the Eighth, Ninth, and Tenth amendments on the criminal justice system	(i) explain the impact of the Eighth amendment on the criminal justice system	Criminal Law History & Development
(6) The student explains the structure and provisions of the U.S. Constitution and the Bill of Rights and how they impact the criminal trial process. The student is expected to:	(D) explain the impact of the Eighth, Ninth, and Tenth amendments on the criminal justice system	(ii) explain the impact of the Ninth amendment on the criminal justice system	N/A
(6) The student explains the structure and provisions of the U.S. Constitution and the Bill of Rights and how they impact the criminal trial process. The student is expected to:	(D) explain the impact of the Eighth, Ninth, and Tenth amendments on the criminal justice system	(iii) explain the impact of the Tenth amendment on the criminal justice system	N/A
(6) The student explains the structure and provisions of the U.S. Constitution and the Bill of Rights and how they impact the criminal trial process. The student is expected to:	(E) analyze the effect of landmark cases such as <i>Miranda v. Arizona</i> , <i>Weeks v. United States</i> , <i>Mapp v. Ohio</i> , <i>Douglas v. California</i> , and <i>Escobedo v. Illinois</i> on individuals entering the criminal justice system	(i) analyze the effect of landmark cases on individuals entering the criminal justice system	Criminal Justice & Court Systems
(6) The student explains the structure and provisions of the U.S. Constitution and the Bill of Rights and how they impact the criminal trial process. The student is expected to:	(F) describe the due process rights of a criminal suspect in the trial and sentencing process	(i) describe the due process rights of a criminal suspect in the trial process	Criminal Law History & Development
(6) The student explains the structure and provisions of the U.S. Constitution and the Bill of Rights and how they impact the criminal trial process. The student is expected to:	(F) describe the due process rights of a criminal suspect in the trial and sentencing process	(ii) describe the due process rights of a criminal suspect in the sentencing process	Criminal Law History & Development

Knowledge and Skills Statement	Student Expectation	Breakout	Lesson
(6) The student explains the structure and provisions of the U.S. Constitution and the Bill of Rights and how they impact the criminal trial process. The student is expected to:	(G) explain the impact of the Fifth and Sixth amendments on the criminal trial process	(i) explain the impact of the Fifth amendment on the criminal trial process	Criminal Law History & Development
(6) The student explains the structure and provisions of the U.S. Constitution and the Bill of Rights and how they impact the criminal trial process. The student is expected to:	(G) explain the impact of the Fifth and Sixth amendments on the criminal trial process	(ii) explain the impact of the Sixth amendment on the criminal trial process	Criminal Law History & Development