



Scope & Sequence

Course Name: Court Systems and Practices TSDS PEIMS Code: 13029600		Course Credit: 1.0 Course Requirements: Grade Placement 10 – 12. Prerequisites: None. Recommended Prerequisites: Law Enforcement I or Principles of Government or Public Administration.
Course Description: 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.		
NOTE: This is a suggested scope and sequence for the course content. This content will work with any textbook or instructional materials. If locally adapted, make sure all TEKS are covered.		
Total Number of Periods Total Number of Minutes Total Number of Hours	175 Periods 7,875 Minutes 131.25 Hours	*Schedule calculations based on 175/180 calendar days. For 0.5 credit courses, schedule is calculated out of 88/90 days. Scope and sequence allows additional time for guest speakers, student presentations, field trips, remediation, extended learning activities, etc.
Unit Number, Title, and Brief Description	# of Class Periods* (assumes 45-minute periods) Total minutes per unit	TEKS Covered 130.340. (c) Knowledge and skills.
Unit 1: Professional Standards and Employability Skills Students will explore and discuss employability skills, professional standards, and the importance of working toward personal/team goals every day in small	5 Periods 225 Minutes	(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



<p>groups and/or as a class. Students will learn and demonstrate employability skills standards such as attendance, on-time arrival, meeting deadlines, and ethical use of technology in this unit and throughout the course. Students will also discuss resources available through CTSO or other extracurricular organization(s) to further develop leadership, teamwork, and interpersonal skills.</p>		<p>personal/team goals every day, and ethical use of technology.</p>
<p>Unit 2: The U.S. Legal System</p> <p>This is a very comprehensive study of the United States legal system. Students will learn and examine the history, structure and function at all levels of the court systems. Students will also learn and discuss how jurisdiction impacts criminal charges and trial proceedings, distinguish between constitutional law, case law, statutory law, and administrative law, identify the differences in processing a misdemeanor and felony case, and examine and discuss the relationship of the U.S. Constitution and the Bill of Rights upon the court system. In brief presentations, reports, and/or classroom activities, students will compare and contrast the state court system and the federal court system, explain and interpret the purposes of law regarding criminal acts and behaviors, describe and interpret the impact of the grand jury process on court proceedings</p>	<p>50 periods 2,250 minutes</p>	<p>(2) The student examines the structure of the legal system in the United States. The student is expected to:</p> <ul style="list-style-type: none"> (A) trace the history, structure, and function of state and federal court systems and criminal procedure; (B) compare and contrast the state court system and the federal court system; (C) explain and illustrate how jurisdiction impacts criminal charges and trial proceedings; (D) explain and interpret the purposes of law regarding criminal acts and behaviors; (E) distinguish between constitutional law, case law, statutory law, and administrative law; (F) identify the differences in processing a misdemeanor and felony case;



<p>regarding criminal scenarios, and describe the impact of public opinion and the legislature on the U.S. court system.</p>		<p>(G) describe and interpret the impact of the grand jury process on court proceedings regarding criminal scenarios;</p> <p>(H) examine relationship of the U.S. Constitution and the Bill of Rights upon the court system; and</p> <p>(I) describe the impact of public opinion and the legislature on the U.S. court system.</p>
<p>Unit 3: Roles and Responsibilities of Courtroom Work Groups</p> <p>In this unit students will gain an understanding of the various professionals working in the court system as well as their roles and responsibilities. Students will research and explain the roles of professionals such as the police, prosecutor, judge, victim advocates, and criminal defense attorney in the criminal process, examine the roles and importance of members of the courtroom such as the jury, bailiff, and court reporter, and analyze the impact of the victim and the defendant upon the courtroom process. In brief presentations, reports, role plays, and/or other classroom activities, students will share their findings and discuss the dynamics of assembly line justice and discretion found in court proceedings.</p>	<p>35 periods 1,575 minutes</p>	<p>(3) The student explores the roles and responsibilities of members of courtroom work groups. The student is expected to:</p> <p>(A) explain the roles of professionals such as the police, prosecutor, judge, victim advocates, and criminal defense attorney in the criminal process;</p> <p>(B) examine the roles and importance of members of the courtroom such as the jury, bailiff, and court reporter;</p> <p>(C) analyze the impact of the victim and the defendant upon the courtroom process; and</p> <p>(D) discuss the dynamics of assembly line justice and discretion found in court proceedings.</p>



<p>Unit 4: Courtroom Communication Skills</p> <p>Students in this unit will learn and demonstrate communication and writing skills specific to success in the courtroom, including evaluating body language and gesture, tone, inflection during testimony. Students will apply and demonstrate interpersonal communication skills as well as writing skills to formulate effective field note taking and report writing in a real or simulated court setting.</p>	<p>20 periods 900 minutes</p>	<p>(4) The student recognizes communication skills needed for courtroom policies and procedures. The student is expected to:</p> <ul style="list-style-type: none">(A) use communication skills to evaluate body language such as gestures, verbal tone, and inflection during testimony;(B) demonstrate interpersonal communication skills; and(C) apply writing skills to formulate effective field note taking and report writing.
<p>Unit 5: Pre-Trial, Trial, Adjudication, and Appellate Stages</p> <p>In this unit, students will examine the steps by which a criminal charge is processed through pretrial, trial, adjudication, and the appellate stages. Students will evaluate a simulated criminal case and identify the trial process from pretrial to sentencing, including explaining making a decision to charge and pretrial court proceedings.</p> <p>In unit culminating activities, students will conduct a mock trial, demonstrating their understanding of the criminal trial procedure process. Following the trial, in brief presentations, reports, and/or classroom activities, students will distinguish between</p>	<p>25 periods 1,125 minutes</p>	<p>(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:</p> <ul style="list-style-type: none">(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;(B) explain pretrial court proceedings such as rules of discovery, challenges to evidence, and the bail process;(C) distinguish between direct and circumstantial evidence and burden of proof for federal and state courts;



<p>direct and circumstantial evidence and burden of proof for federal and state courts, and explore the impact of pleas and plea bargaining on the trial proceedings.</p>		<ul style="list-style-type: none"> (D) explore the impact of pleas and plea bargaining on the trial proceedings; (E) identify the trial process from pretrial to sentencing; (F) evaluate a simulated criminal case; and (G) conduct a mock trial demonstrating understanding of the criminal trial procedure.
<p>Unit 6: The U.S. Constitution and the Bill of Rights</p> <p>The Constitution and Bill of Rights are the basis for our criminal trial process. In this unit, students will learn and explain the structure and provisions of the U.S. Constitution and the Bill of Rights and how they impact the criminal trial process. Students will participate in class discussions, activities, research, and/or role playing scenarios to learn and explain the impact of the Eighth, Ninth, and Tenth amendments on the criminal justice system, 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, 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, and explain the</p>	<p>40 periods 1,800 minutes</p>	<ul style="list-style-type: none"> (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: <ul style="list-style-type: none"> (A) apply the police responsibilities under the Fourth Amendment regarding search and seizure in a simulated arrest scenario; (B) determine if a search initiated in a scenario is proper under the provisions of the Fourth Amendment; (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; (D) explain the impact of the Eighth, Ninth, and Tenth amendments on the criminal justice system; (E) analyze the effect of landmark cases such as <i>Miranda v. Arizona</i>, <i>Weeks v. United States</i>, <i>Mapp v.</i>



<p>impact of the Fifth and Sixth amendments on the criminal trial process.</p> <p>In a course culminating activity, students will demonstrate and apply the police responsibilities under the Fourth Amendment regarding search and seizure in a simulated arrest scenario. Students will determine if the search initiated in the scenario is proper under the provisions of the Fourth Amendment and describe the due process rights of a criminal suspect in the trial and sentencing process.</p>		<p><i>Ohio, Douglas v. California, and Escobedo v. Illinois</i> on individuals entering the criminal justice system;</p> <p>(F) describe the due process rights of a criminal suspect in the trial and sentencing process; and</p> <p>(G) explain the impact of the Fifth and Sixth amendments on the criminal trial process.</p>
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