Pre-Law I

Primary Career Cluster:	Law, Public Safety, Corrections, & Security
Course Contact:	CTE.Standards@tn.gov
Course Code(s):	C30H08
Prerequisite(s):	*None*
Credit:	1
Grade Level:	9
Focused Elective Graduation Requirements:	This course satisfies one of three credits required for an elective focus when taken in conjunction with other Law, Public Safety, Corrections, & Security courses.
POS Concentrator:	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.
Programs of Study and Sequence:	This is the first course in the *Pre-Law* program of study.
Aligned Student Organization(s):	SkillsUSA: https://www.skillsusatn.org/
Coordinating Work-Based Learning:	Teachers are encouraged to use embedded WBL activities such as informational interviewing, job shadowing, and career mentoring. For information, visit https://www.tn.gov/education/career-and-technical-education/work-based-learning.html
Available Student Industry Certifications:	None
Teacher Endorsement(s):	590, 750
Required Teacher Certifications/Training:	None
Teacher Resources:	https://www.tn.gov/education/career-and-technical-education/career-clusters/cte-cluster-law-public-safety.html

Best for All Central: https://bestforall.tnedu.gov/ |

Course at a Glance

CTE courses provide students with an opportunity to develop specific academic, technical, and 21st 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).

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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 http://www.tnskillsusa.com.

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 1-10**| Invite a lawyer to present information about the foundations of the legal system and basic constitutional protections.
- **Standards 11-13 |** Invite a speaker from the Bar Association to talk about ethics.
- **Standards 14-15**| Visit a local law enforcement agency to gather information about crime statistics, criminal law, and criminology.
- **Standards 16-17** | Visit a local law office for presentations on civil and tort law.
- **Standards 18-19** | Invite local immigration lawyer to discuss the relationship between cultural differences and customs and court decisions.

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

Course Description
Pre-Law I is the first 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 career planning and compliance, foundations of the legal system, organization of the law and public safety system, basic constitutional protections, and types of 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 first course in the *Pre-Law program* of study. For more information on the benefits and requirements of implementing these programs in full, please visit the Law, Public Safety, Corrections, & Security website at https://www.tn.gov/education/career-and-technical-education/career-clusters/cte-cluster-law-public-safety.html.

Course Standards

Career Planning and Compliance

1) Investigate occupations that make up legal services. Demonstrate an understanding of each occupation by accurately articulating the following:
    a. Job description
    b. Roles and responsibilities of the position
    c. Essential knowledge and skills needed for the career
    d. Comparison of similar careers available in state, federal, and military legal systems
    e. Educational, training, and certification requirements
    f. Licensure and credentialing requirements

Foundations of the Legal System

2) Articulate important historical events and milestones (such as European influences) impacting the evolution of the current legal system in the United States. Include a description of the evolution of the modern legal system to address common law, terrorism, cybercrimes, and hate crimes.

3) Compare and contrast requirements and duties for the executive and legislative branches including the legislative process, and examine the function of the judicial system as it relates to both branches. Include an explanation of the function of the system of checks and balances.

4) Differentiate the roles of the courts at the local, county, state, and federal levels including an explanation of procedural law at each level.

5) Differentiate between the various agencies in the law and public safety sector at the local, state, and national levels including law enforcement organizations, legal service providers, corrections agencies, and security agencies describing their jurisdiction, roles and responsibilities, and governing bodies. Identify conflicts in jurisdiction that may arise when multiple agencies work together.

6) Summarize the six types of laws (criminal, civil, administrative, statutory, common, constitutional), and discuss the purpose of each. For each type of law:
    a. develop connections among sample laws,
    b. compare relevant legal concepts such as burden of proof, and
    c. evaluate applicable defenses and punishments.

Basic Constitutional Protections

7) Explore the history of the first amendment and the five basic freedoms it covers: religion, speech, press, assembly, and petitions. Research current issues related to each freedom and the protections guaranteed to citizens. Create a scenario or campaign that applies the protections to students in a school setting for one of the freedoms. Review case law that applies to the scenario or campaign and write a case brief summarizing the issues, the rule of law, the action, and the holding.

8) Interpret the Bill of Rights as it applies to the defendant. Summarize each amendment and give an example of its application including the potential to ensure a fair trial.

9) Outline the individual protections provided by the Fourth Amendment and illustrate in an informative narrative what can be considered a "reasonable expectation of privacy." Explore landmark cases such as New Jersey v. T.L.O. and Katz v. U.S., and discuss in groups the expectations by students of privacy on school property with respect to search and seizure.

10) Summarize the Exclusionary Rule and explain in an oral argument or written narrative how it applies to the Fourth Amendment (Mapp v. Ohio) and the Fifth Amendment (Miranda v. Arizona). Describe the relationship of the fruit of the poisonous tree doctrine to the exclusionary rule (Silverthorne Lumber Co. v. United States).

Ethics

11) Collect codes of ethics from professional organizations in legal services including Tennessee Rules of Professional Conduct, Tennessee Code of Judicial Conduct, and Federal Code of Conduct to examine areas of commonality. Synthesize principles from the codes of ethics to create a personal code of ethics.

12) Examine real-world situations that involve ethical dilemmas and the application of correct professional conduct as highlighted in recent news articles. Use information from the articles to defend the importance of ethics and professional standards for persons working in legal services.

13) Analyze how the influence of diverse cultures and customs impacts the field of legal services. Describe the importance of cultural differences when making decisions within the context of criminal, civil, and immigration law.

Criminal Law and Criminology

14) Define criminal law and criminology. Research the major behavioral science theories such as Rational Choice Theory, Biological and Biosocial Theories, and Social Learning Theory describing criminal behavior. Identify theorists and elaborate on their major contributions to the field; include emerging theories sourced from contemporary scholarship. Apply a specific theory to explain a notable crime.

15) Examine the differences and similarities between the concepts of crime, victimization, and criminal behavior. Distinguish between the two major sources of crime statistics: the Federal Bureau of Investigation's (FBI) Uniform Crime Reporting Program (known as UCR/NIBRS) and the National Crime Victimization Survey (NCVS) of the Bureau of Justice Statistics (BJS). Explain how modern criminal justice agencies are utilizing statistics from both sources to report crime, victimization and criminal behavior.

Civil and Tort Law

16) Compare and contrast civil and criminal law. Summarize the specific areas of civil law such as contracts, torts, property and family law and include a short description of each area along with an example of a typical case. Explain the purpose of tort law including a discussion of intentional tort, negligence, and strict liability.

17) Differentiate Tennessee Rules of Evidence and Federal Rules of Evidence. Choose a high-profile case and create a case brief to summarize the issues, the rule of law, the action, and the holding. Provide a legal memo with a student opinion of the case.

Immigration Law

18) Analyze the history of immigration law including the Immigration and Nationality Act of 1953 and the Immigration Reform and Control Act of 1986. Research and explain the doctrine of preemption as it relates to state immigration laws, and debate the constitutionality of Tennessee immigration laws as they relate to federal immigration laws.

19) Survey and explain the relationship of immigration court to the other court systems; include a discussion of the immigration court system's unique characteristics. Research immigration law and describe three main categories: (1) family-based immigration, (2) employment-based immigration, and (3) humanitarian immigration. Explain the relationship of federal and state immigration law.

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.

**Informative artifacts include, but are not limited to, graphic organizers, brochures, posters, fact sheets, narratives, essays, and presentations. Graphic illustrations include, but are not limited, to charts, tables, graphs, rubrics, drawings, and models.