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The Development And Evaluation Of A High School Law Education Unit

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THE DEVELOPMENT AND EVALUATION OF A HIGH SCHOOL LAW EDUCATION UNIT

BY

GAIL KENNEDY

A PRACTICUM REPORT
SUBMITTED TO THE FACULTY OF THE CENTER OF THE ADVANCEMENT OF EDUCATION
OF NOVA UNIVERSITY IN PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR THE
DEGREE OF MASTER OF SCIENCE.

JUNE 1985

I hereby testify that this paper and the work it reports are entirely my own. Where it has been necessary to draw from the work of others, published or unpublished, I have acknowledged such work in accordance with accepted scholarly and editorial practice. I give this testimony freely, out of respect for the scholarship of other workers in the field and in the hope that my own work, presented here, will earn similar respect.

Laib Kennedy

ABSTRACT

The Development and Evaluation of a High School Law Education Unit.
Kennedy, Gail 1985: Practicum Report, Nova University, Center for
the Advancement of Education Descriptors: Laws / Constitutional Law /
Legal Responsibility / Torts / Law Enforcement / Justice / Citizenship
Education

The author developed and implemented a Law Education Unit in a metro-
politan high school setting to promote the knowledge of law and the
legal system of 130 high school seniors. The unit's aims were to enable
the student to identify sources of law, to describe how our legal system
works and how individual rights and obligations are interrelated, to
describe the consequences to the individual and society of disobeying
the law and the personal and social values of obeying it, to define legal
concepts, and to identify important Supreme Court decisions.

The unit contained four basic components: introducing law, exploring the
nature of law, examining legal issues, and understanding the legal process.
Teaching methods utilized were teacher lecture, library assignments, small
group discussions, mock trials, individual reports from students, in class
reading assignments, brainstorming and films. The students surveyed at
the conclusion of the unit commented favorably on the course. The unit
will be implemented at the author's school during the school year 1985-86.

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I. PURPOSE

The author teaches American Government, a course required of all seniors, in a metropolitan high school setting consisting of 2,100 students of whom 130 are taught by the author.

The writer, responsible for teaching six classes of American Government, noticed considerable interest in laws and how laws affect those under the age of majority.

After observing the interest, the author administered a student survey to determine how much interest actually existed. After compiling the student surveys, it was evident that student interest in laws did exist. One hundred percent of students surveyed expressed an interest in laws and the legal system.

Results from student surveys administered November 13, 1984 (Appendix II) indicated that students have interest in our laws but felt that they had inadequate knowledge of the law and would like an opportunity to learn about laws and how laws function in our society.

Student concerns expressed in survey responses included seven major areas, including (1) Rights of Juvenile and Laws Dealing with Juvenile Offenses; (2) Juvenile Crimes; (3) Drug Usage and Penalties; (4) The Process in which Laws are Formed and Changed; (5) Major Court Decisions; (6) School law and miscellaneous topics; (7) The Criminal Process.

1. Rights of Juvenile and Laws Dealing with Juvenile Offenses.

According to a counselor from the local Human Resource Center, juveniles view their crimes as their rights and many juveniles view their crimes as criminal mischief and petty theft, but in actuality juveniles are committing serious offenses.

Juvenile's lack of seriousness for offenses committed stem from the various forms of punishment administered to juveniles. Juveniles usually receive a warning not to repeat offense, counseling, strict curfew, apologize to the wronged party, and community service. All of which are viewed by the juvenile as nonthreatening (Okier, 1984).

2. Juvenile Crimes

There has been considerable interest and concern over juvenile crime, locally and nationwide. Circuit Judge Ray McNeal, presently serving as a juvenile judge for the county, says that the majority of juvenile charges are felony charges and the most common offense among juvenile delinquents is burglary. Rarely are juveniles charged with misdemeanors (Vickers, 1985).

3. Drug Usage and Penalties

Based on teachers' observations the use of drugs in our public schools is a serious problem. This school year, 1984-1985, three of the author's students were expelled for use and possession of drugs.

The Supreme Court has made it easier for public officials to search students for drugs and weapons. By a seven to two vote, the court said teachers and administrators do not need court approved

warrants and do not have to have "probable cause" to believe a student is violating the law before searching that student (Associated Press, 1985).

4. The Process in which Laws are Formed and Changed.

The author has observed that students are unfamiliar with the way laws in our society are formed and the various reasons for the continuous change in our laws. For example, students repeatedly ask the following questions: "Why can't juveniles smoke at age 18?", "Why is plea bargaining permitted in our courts?", "What is the rationale for a judge issuing a sentence of 99 years and a day?", "Why are insanity pleas permitted in court?", "Why must juveniles obey a curfew?", "Who should make school policy decisions?"

5. Major Court Decisions

Some students are familiar with their constitutional rights; however, few are knowledgeable about the important court decisions leading to the establishment of a particular right. For example, students are able to see handicapped students mainstreamed into regular classes, but very few if any know that these handicapped students are being mainstreamed because of Public Law ninety-four, the Education of All Handicapped Children Act, enacted in 1975; and Section 504, the Rehabilitative Act of 1973 (Fischer, Schimmel and Kelly 1981).

6. School Law and Miscellaneous Topics

Students need to be informed that they can find themselves in trouble with both law enforcement officials and school officials for violating the law and that education is a right which carries with it responsibility. Students know that they have access to their records. Students should know that double jeopardy does not apply to school related infractions.

7. The Criminal Process

Knowledge of and familiarity with the legal processes are essential components of any law studies program. Clearly, legal processes convey a message. An understanding of law is incomplete without attention to them. Hence, law studies programs must provide students with experiences designed to comprehend and understand the American system for handling legal matters and legal disputes.

Given the preceding data, it has been found that high school students have definite areas of law and the legal system that they would like to know more about. It has further been determined that these areas of concern need to be taught to students in order to make students feel more comfortable and less frustrated when confronted with laws in our society, in school, on the job, or in every day life situations.

The author believes that knowledge of law and the legal system is an essential prerequisite if citizens are to function effectively in contemporary society - perhaps as important a prerequisite as the basic skills of reading, writing and arithmetic. Americans are a highly litigious people; and in the United States of America all issues become sooner or later a subject of judicial debate. Therefore, all citizens need to be law literate.

To try to overcome the problem of high school students' lack of sufficient knowledge about laws in our society, the author developed and implemented a law studies unit for a period of ten weeks.

The classroom teacher often faces a special challenge when introducing a law studies unit. Therefore, strong emphasis was placed on motivating techniques. Some of these techniques included: brainstorming, the mock trial which engaged students in role-playing situations, small group discussions which employed peer group instruction, and the use of a game which the author referred to as "Game Without Rules".

The students were given an understanding of what law is and an overview of their fundamental rights. Often high school students associate the term "rights" with absolute freedom, thus failing to recognize the responsibilities accompanying those rights. The students were made aware of the various sources of law, criminal, civil and juvenile proceedings and given basic understanding of important Supreme Court decisions.

At the end of the ten week period, based on author observation, the students were literate in the operation of the United States legal system.

The major objective of the study was to have students become -- law literate.

II. RESEARCH

After having read and scanned the literature on laws, a working frame of reference began to develop for the problem.

Of particular interest were two approaches to law-related curriculum; the practical and the conceptual. According to Davison (1977, p. 184), over the past decade a wide variety of approaches to law-related curriculum has evolved. Some of these approaches have been very practical, aimed at teaching students the skills which may help them cope with the legal system when they encounter it: what to do if arrested, what it means to sign a contract, and how to initiate civil proceedings. Davison feels that the best of these programs also give an overview of the legal system and an understanding of how law is used to mediate conflicts between individuals and society. The National Street Law Institute in Washington, D. C. is one group which has developed such materials. Street Law: A course in Practical Law includes basic information about criminal law, family law, housing law, individual rights, and environmental law. Davison maintains that the substantive areas should be explored through problem centered discussion questions and activities which encourage students to wrestle with issues in the same way courts must.

They thereby promote student knowledge about the law, increase understanding and appreciation of our legal system, and encourage development of critical thinking skills.

On the opposite end of a continuum reflecting types of approaches (Davison, 1977, p. 184) is that taken by such projects as Law in a Free Society, a project in Santa Monica, California, supported by the National Endowment of the Humanities and the State Bar of California. Instead of organising a curriculum around legal information and pervasive concepts of our legal and political systems: justice, responsibility, diversity, authority, freedom, participation, privacy, and property (1977, p. 184), there is much emphasis on clarifying values and developing critical reasoning abilities. Law is viewed from a broad, humanistic and interdisciplinary perspective: How is it that disputes in our society can be settled? How can we direct our social interactions to maximise individual rights while insuring societal safety and well-being? What are the merits and liabilities of any particular course of action? -- or, more concretely, from a student's viewpoint: How can we decide on rules for a game at recess? Who should make school policy decisions? Should we support gun control legislation (1977, p. 184)?

Somewhere in between these two approaches -- the practical and the conceptual -- lie a number of others which incorporate in varying degrees the ideas of both.

David T. Naylor (1977, pp. 170-177) points out that Law-related education presents an exciting challenge to the elementary and secondary school teacher. No longer is it narrowly perceived as consisting only of the memorisation of selected documents, Supreme Court decisions, and legal terms. Instead, a more encompassing view prevails, one which envisions a broader scope of substantive content and educational methodology.

Naylor suggests six components of a law studies curriculum.

(1) Introducing Law. The classroom teacher often faces a special challenge when introducing a law studies unit. Two approaches to meet this challenge are the Mindwalk, useful when introducing a general study of law; and the critical incident, of value when initiating the study of a specific legal issue or concept.

Naylor (1977) also mentioned Isidore Starr's suggestion that teachers employ "non-threatening" instructional strategies to introduce students to a study of law. The Mindwalk is an excellent example of this approach. It quickly engages the interests of students and demonstrates the relevance of law studies by vividly illustrating how much impact law has upon our daily lives.

(2) Exploring the Nature of Law. To explore the nature of law, one technique would be to ask questions: What would happen if, as a result of an airplane crash, a shipwreck, or a nuclear attack, all laws and authority as we know them no longer existed?

Another approach according to Naylor is to design a scenario in which all laws and authority disappeared. Students are asked to role-play possible outcomes, making certain that adequate time is provided to permit basic frustrations and tensions to emerge.

The use of games is another technique which enables students to explore the need for and the nature of law (Naylor, 1977).

(3) Examining Legal Issues. The belief that students should acquire information about law through an examination of legal issues is widely shared by advocates of law-related education. The case method is well suited for this purpose according to Naylor (1977).

When using the case method in the classroom, the teacher selects legal cases for the purpose of illustrating how legal principles (e.g., freedom of expression) have been applied to specific and significant disputes.

(4) Understanding Legal Processes. Naylor maintains that field experiences can be an important means of helping students understand legal process. For example, a police ride along experience affords students an opportunity to witness at firsthand how laws are enforced in a particular community and the various factors that come into play when a person is arrested by the police.

In addition to field experiences, many opportunities exist for students to become familiar with legal processes through simulation and role-play situations (Naylor, 1977).

The mock trial is one of the most popular classroom activities (Naylor, 1977). The mock trial is easily adaptable for use in grades 5 - 12, and it offers the advantage of having many roles with varying responsibilities (i.e., defendant attorneys, jury members). A mock trial actively involves large numbers of students in roles sufficiently varied to meet individual student interests and abilities.

(5) Clarifying Values and Attitudes About Law. The clarifications of values and attitudes is another important component of a law studies program. Law embodies society's values; legal issues, by their very nature, are value conflicts (Naylor, 1977). On a number of occasions, students will be confronted with moral dilemmas. For example, should mercy killing be permitted in society?

(6) Forecasting Possible Futures. Increasingly, students are being asked to consider and choose from among a wide range of alternatives to a particular issue, but seldom are they given an opportunity to consider the long-range consequences of their choice. A law-related curriculum with a future component provides students with that opportunity. It permits them to speculate on and assess the type of society that is likely to emerge, given a particular set of assumptions.

According to Paulette Prattis, in Today's Education, (1980), today's children cannot be taught in an unrealistic educational structure. Students don't come into the classroom out of a vacuum. They come with all kinds of experience. Life has made demands on them that have made them grow as individuals, in some ways we adults probably haven't even experienced.

The students are not the problem (Prattis, 1980). However, many people believe that today's student is a new animal who comes to school with dope and a knife. No. Prattis maintains that the kids today are the same kids who have come into classrooms over the years. The economic

and societal conditions have changed, but students and their requirements remain basically the same. Their greatest needs are still attention and support.

According to Prattis, a lot of violence in the schools is reactive violence. It's a way of saying, "Look at me; listen to me; don't cut the program where I'm excellin_g - don't take away my opportunity because of a budgetary problem." And students don't get violent in classes when they know that the teacher will listen to their problems.

In Today's Education (1982, p. 35), R. Curtis Graeber states:

We are all captives of our biological clocks. Some of us have work schedules that match our body rhythms; others must constantly battle to cope with a mismatch.

Students and teachers vary in their levels of alertness at different times of the day. Some students usually appear fresh and ready to work during morning hours, while others appear to become more enthusiastic and alert as the day progresses. Academic schedules can rarely cater to such individual differences. Most teachers, however, notice when a student appears overtired in the morning. Realizing that students have different levels of alertness, teachers usually decide to tailor students' workload to better fit their natural daily rhythm (Graeber, 1982).

Some ways to motivate students are to engage them in enrichment activities, be the kind of person they want to please and involve Mom and Dad as soon as possible (Today's Education, 1981).

Another motivational technique to employ is listening to your students. Students can teach teachers about motivation - if we take the time to listen to them (Today's Education, 1981).

The author's decision to combine the practical and conceptual approach to teaching a law studies unit was influenced by two factors: (1) The student's need for basic information about criminal and civil law, family law and individual rights and (2) The students need to understand and clarify their values as well as participate effectively in critical thinking.

III. METHOD

Research was done to determine how others had suggested that a law studies course should be taught. After viewing the literature, two approaches stood out as being possible ways of implementing a law studies class.

One approach suggested a course in Practical Law. This approach included basic information about criminal law, consumer law, family law, housing law, individual rights and environmental law. Students explored these areas through problem-centered discussion questions and activities which encouraged students to wrestle with issues in the same way the courts must (Davison, 1977).

Instead of organizing a curriculum around legal information students should know, Naylor (1977) suggests building a course around fundamental and pervasive concepts of our legal and political systems: justice, authority, responsibility, freedom, participation, diversity, privacy, and property. There is much emphasis on clarifying values and developing critical reasoning abilities.

The author combined these two approaches -- the Practical and the Conceptual. The author incorporated varying degrees of both approaches. The materials used depended on the objectives desired, the needs of the student audience, and the abilities and training of the writer.

A test was given bi-weekly to evaluate student's progress. A quiz was given weekly to better chart the student's progress.

During the ten week period of implementation, the course included the following sections: introducing the law; exploring the nature of law; examining legal concepts and issues; understanding legal processes; clarifying values and attitudes about law; and, forecasting possible futures based on assumptions about the law and law-related issues.

The author employed the use of a story to introduce the law to students. The story engaged the interest of students and demonstrated the relevance of law studies by vividly illustrating how much impact law has upon their daily lives.

To explore the nature of law, questions such as the following were used: What would happen if, as a result of an airplane crash, a shipwreck or a nuclear attack, all laws and authority as we know now no longer existed? Would there still be a need to establish law?

To examine Legal Issues, the case study method was used with selected legal cases illustrating how legal principles have been applied to specific and significant legal disputes.

To understand the Legal Process, the mock trial was used as a classroom activity. The mock trial offered the advantage of having many roles with varying responsibilities (examples: defendant, judge, jury, witness).

To Clarify Values and attitudes about Law, the author employed a variety of techniques to encourage students to make and evaluate choices after alternative ways of thriving and acting had been considered.

Students were asked to look at social issues such as racism and prejudice, and the rights of women and decide what effect these issues will have in Society.

The student survey previously given established that students are interested in a law education program.

The implementation consisted of ten weeks of daily instruction in the law. The participants included 130 high school students who expressed their interests in law studies on the survey.

The beginning of the implementation period consisted of two days of controlled brainstorming. During these two days, students were asked to identify their views, attitudes about the law. The next two days, a game was used to help students explore the need for and the nature of the law. The game is referred to by various names but for this particular purpose the game was referred to as "Game Without Rules." The game consisted of three stages. In the first stage, the author announced that students were to play the game, but no rules were given. In the second stage, the author solicited as many rules from students as possible, regardless of how illogical or contradictory they were. Students were then asked to play the game using all the rules given.

In the third stage, the author created a team relay situation, and constantly interrupted with additional rules before the race could be completed. At conclusion of each stage, students were asked to assess what had occurred and to suggest ways to improve the situation. When all three stages had been completed, students had become sensitized by analogy to some of the major characteristics of law.

The last approach used as a means of setting the stage for law studies was to ask students to write a law designed to meet a need they

perceive to exist and then assess the quality of that law by applying a set of nine criteria (e.g. precision and clarity of language; acceptability, limits and means of jurisdiction; consequences of enforcement or nonenforcement; alternative means of handling the situation, etc.)

The author planned a week of employing these techniques; however, depending on the classes time allowance varied.

The second week of instruction the author formally introduced Law by distributing copies of a story to each student. The students read the story and identified situations where laws were used. During the second week students were introduced to the sources of law which were discussed and defined.

The third week included a study of the nature of Law.

The fourth and fifth week, legal issues were introduced. Students were asked to analyze specific legal cases in much the same manner as an attorney or a law student. That is, students were asked to identify and consider the following elements of a legal case: (1) the facts, (2) the points at issue (3) the competing arguments (4) the decision rendered (5) the reasons for the decision, and (6) the implications of the decision. Films such as "Our Living Bill of Rights" series were employed to provide students with legal issues.

The sixth week was used to promote an understanding of the legal process. The mock trial was the primary method used to help students understand the legal process.

The seventh week was used to explore attitudes and values about Law. Specifically the author was interested in looking at moral dilemmas confronting students of today.

The eighth and ninth week was used to explore juvenile legal proceedings, crimes committed by juveniles, penalties for juvenile offenses, and rights of juveniles.

The tenth week students engaged in debates of current and past issues decided by the Supreme Court. Topics were selected by students. Students were instructed to use a minimum of four resources and to choose a current topic confronting society.

IV. RESULTS

Evaluation for this writing program was based on measuring the students' final results against criteria stated in the outcome objectives. The objectives, method of evaluation, and results are as follows: (n=130)

1. All students were able to identify six out of seven sources of law with 100% accuracy. The method of evaluation used was a written quiz.
2. Students were given vocabulary tests using words from their vocabulary lists. The criterion for this objective was set at 80 percent accuracy.

The results of these tests were as follows: (n=130)

Week 1 - was used for setting the stage for a Law Studies Unit.

Week 2 - 120 students scored 100%, 10 students scored 70%.

Week 3 - 130 students scored 100%.

Week 4 - 30 students scored 100%, 100 students scored 80%.

Week 5 - 120 students scored 80%, 10 students scored 10%.

Week 6 - 130 students scored 100%.

Week 7 - was used to explore student attitudes and values about the law.

Week 8 - 130 students scored 100%.

Week 9 - 130 students scored 100%.

Week 10 - used for student debates of current and past issues decided by the Supreme Court.

3. Eighty percent (n=104) of the students were able to describe how our legal system works and how individual rights and obligations are inter-related as evidenced by teacher observation of mock trial activity. The method of evaluation used was a post test.

4. All students were able to describe the consequences of the individual and society of disobeying the law and the personal and social values of obeying it by identifying with 100% accuracy the penalties that accompany five crimes committed in society. The method of evaluation used was a test. (Samples of test materials are found as Appendix VI).
5. All students were able to list the rights of juveniles with 100% accuracy. The method of evaluation used was a quiz. (Samples of quiz materials are found as Appendix V).
6. The students were given five court cases to identify with 80% accuracy. Method of evaluation used was a test. The results were as follows: 120 students scored 100%, 10 students scored 30%. (Samples of test materials are found as Appendix VI).
7. Students were asked to judge the value of the course by completing a written evaluation of course and instructor, by using author-made evaluation instrument.

Some of the students' comments from the evaluation instrument included: The author is fair in her testing methods and grading procedures. Many students commented that their interest in the subject areas was definitely stimulated by the course. The author was rated as always showing interest in her students.

Several students commented that their homework assignments were unreasonable because it was difficult for them to get to the library to investigate many legal cases assigned for investigation. Two students commented that the author talks too much of the time. One student commented that the author gets off the subject too often.

The following comments were suggestions for improving the course:

1. The class should be taken to the Court House to actually watch a juvenile court hearing and criminal trial.
2. The course should include a lot of guest speakers; such as, attorneys, judges, inmates, police officers, the Deans of the school.
3. The students suggested video taping the mock trial.
4. Instead of teacher preparing script for mock trial, students should write script.
5. Author should participate in a civil or criminal role during mock trial activity.
6. Select two or three students to portray persons committing a civil or criminal act with students observing the event and then conducting a trial using 3 - 4 other students as witnesses.

V. RECOMMENDATIONS

After completing ten weeks of implementing a law studies class, the program was analyzed.

It is felt that the program was a success and it is recommended that a law studies class be incorporated into the curriculum for the school year 1985-86.

The author has conferred with the school's principal and is confident that a law studies course will be offered as an elective for the school year 1985-86.

Based on students' evaluations and the author's observations, it is felt that some changes are necessary.

The following comments were suggestions for improving the course:

1. The class should be taken to the Court House to actually watch a juvenile court hearing and criminal trial.
2. The course should include a lot of guest speakers; such as, attorneys, judges, inmates, police officers, the Deans of the school.
3. The students suggested video taping the mock trial.
4. Instead of teacher preparing script for mock trial, students should write script.
5. Author should participate in a civil or criminal role during mock trial activity.
6. Select two or three students to portray persons committing a civil or criminal act with students observing the event, and then conducting a trial using three or four other students as witnesses.

The author plans to incorporate the suggestions for improving the course during the school year 1985-86.

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APPENDIX I

FLORIDA DEPARTMENT OF EDUCATION

Law Education Program

Section 233.0615, Florida Statutes

- (1) There is here created a law education program, which program shall be administered by the Commissioner of Education in cooperation with The Florida Bar and other appropriate organizations and agencies pursuant to rules adopted by the State Board of Education. Such program may be implemented and conducted in any public school pursuant to a proposal developed and approved pursuant to subsection (2).
- (2) Each district school board, or each principal through the district school board, may submit to the commissioner for approval a proposal for implementing and conducting the law education program. Priority shall be given to proposals for implementing and conducting the program in the elementary grades. Each proposal shall be developed with the assistance of the district advisory committees, school advisory committees, and those agencies and organizations which are concerned with law education or with the criminal and juvenile justice systems of the state, and shall include: (a) Provisions for instruction in the rights and duties of citizens under the law and under the State and Federal Constitutions, with particular emphasis on the consequences to the individual and society of disobedience of the law; (b) Provisions for in-service training programs in law education for teachers, administrators, and other personnel; (c) Provisions for enlisting the involvement of governmental agencies and private organizations in order to ensure the use of all available resources in the implementation of the program; (d) Information concerning the number of teachers and students to be involved, the estimated cost of the project, and the number of years for which it is to be funded; (e) Provisions for evaluation of the program, and for its integration into the general curricula and financial program of the school district at the end of the funded term of years; and (f) Such other information and provisions as shall be required by the commissioner.
- (3) For those programs approved, the commissioner shall authorize distribution of funds available to the Department of Education for law education programs.

APPENDIX II
STUDENT SURVEY

1. Would you like to see a law studies class
implemented into the high school curriculum? YES NO

2. If yes, list some things you would like to
study in a law studies class.

APPENDIX III

Teacher Evaluation Form

Date _____

Please be as fair as possible. Do not write your name on this paper.
Circle the appropriate number.

Code: 4-excellent or always 3-good or most of the time
2-fair or sometimes 1-very poor or never
D. A.- Doesn't apply

The teacher in this class:

Shows an interest in students	4	3	2	1	DA
Knows subject matter well	4	3	2	1	DA
Is willing to give individual help	4	3	2	1	DA
Conducts interesting classes	4	3	2	1	DA
Gives assignments that are reasonable	4	3	2	1	DA
Has required me to use the library	4	3	2	1	DA
Has a good sense of humor	4	3	2	1	DA
Shows favoritism to certain groups or students	4	3	2	1	DA
Works to develop thinking skills	4	3	2	1	DA
Gets off the subject too often	4	3	2	1	DA
Has good classroom discipline	4	3	2	1	DA
Gives assignments that are challenging	4	3	2	1	DA
Deserves my respect as an individual	4	3	2	1	DA
Is prepared for daily lessons	4	3	2	1	DA
Can explain answers to questions effectively	4	3	2	1	DA
Is fair in his/her testing methods	4	3	2	1	DA
Seems to understand student problems	4	3	2	1	DA
Is fair in grading	4	3	2	1	DA
Covers material too slowly	4	3	2	1	DA
Covers material too rapidly and not thoroughly enough	4	3	2	1	DA
Talks too much of the time	4	3	2	1	DA

APPENDIX III (Continued)

Wastes too much time	4	3	2	1	DA
Does the instructor respect me as an individual?	4	3	2	1	DA
Is my interest in the subject area stimulated by this course?	4	3	2	1	DA
In my judgement this instructor is in the:					
highest 4th (excellent)	4				
next highest 4th (good)	3				
next lowest 4th (fair)	2				
lowest 4th (very poor)	1				
	4	3	2	1	DA
Would be my choice as a teacher next year	4	3	2	1	DA

COURSE EVALUATION

Instructor's name _____

Name of course _____

1. What are your suggestions for improving this course?

2. Was the material presented in this course relevant to your needs? Explain.

3. Please add any additional comments.

APPENDIX IV
COURSE OUTLINE

Introduction to Course

I. What is Law?

- A. The Function of Law
- B. Kinds of Law
- C. Sources of Law
- D. Power of Laws

II. Constitutional Rights

- A. Individual Rights - Civil
- B. Individual Rights - Criminal

III. Criminal Law

- A. What is a Crime?
- B. Parties to Crimes
- C. Classification of Crimes
- D. Degrees of Crime
- E. Specific Crimes
- F. Defenses to Crimes

IV. The Criminal Process

- A. The Accused
 - 1. Arrest
 - 2. Booking
 - 3. First Appearance
 - 4. Preliminary Hearing

- B. The Charging
 - 1. State Attorney
 - 2. Grand Jury
- C. Arraignment and Pre-trial Matters
 - 1. The Arraignment
 - 2. Pre-trial Matters
 - 3. Plea Negotiations
- D. The Trial
 - 1. Court Personnel
 - 2. Trial Procedure
- E. Sentencing
 - 1. Reasons for Sentencing
 - 2. The Sentence
- V. Juvenile Court
 - A. Delinquent Children
 - 1. Arrest
 - 2. Detention Hearing
 - 3. Petition
 - 4. Waiver Hearing
 - 5. Adjudicatory Hearing
 - (a) The Juvenile is Tried by the Court
 - (b) Delinquency
 - 6. Disposition Hearing
 - B. Dependent Children
 - C. Ungovernable Children

VI. Family Relations

- A. Getting Married
- B. Terminating Marriages
- C. The Rights and Obligations of Parent and Child
- D. Pregnancy
- E. Welfare Assistance

VII. School and Miscellaneous Topics

- A. Attendance
- B. Suspension and Expulsion
- C. Corporal Punishment
- D. Locker Searches
- E. Guns and Weapons

VIII. Florida Judicial System

- A. County Courts
- B. District Court of Appeals
- C. The Supreme Court of Florida
- D. Federal Courts

IX. Current Social Issues

- A. Capital Punishment
- B. Drug Usage
- C. Mercy Killing

X. Consumer Law

- A. Contracts
- B. Deceptive Sales Practices
- C. Credit
- D. Default and Collection

APPENDIX IV (Continued)

MATERIALS

TEXTS:

Student Introduction to Florida Law (Flower and Sutton III)

Street Law: A Course in Practical Law (Second Edition) West

Justice - Due Process of Law by Isidore Starr

SUPPLEMENTARY MATERIALS:

Teachers and the Law (text) by Fischer, Schimmel, Kelly

Newspapers

Periodicals:

(a) U.S. News & World Report

(b) Scholastic Magazine

(c) Personal Interviews

American Government: Principles & Practices, pages 241-247, 622-662

American Government: Comparing Political Experiences, pages 244-249, 416-488

METHODS OF EVALUATION:

Test

Quizzes

Oral Reports

Teacher Observation

FILMS:

- B - 364 Bill of Rights - Juvenile Law
M
- B - 364 Bill of Rights - Interrogation and Counsel
M
- B-382 Justice Under the Law: The Gideon Case
- C - 363 Bill of Rights in Action: Equal Opportunity
M
(Discrimination in Employment)
- B - 1178 Bill of Rights in Action: Capital Punishment
H
- B - 465 Bill of Rights in Action: Freedom of Religious
(Open-ended - argues blood transfusion)
- B - 466 Bill of Rights in Action: Right to Privacy
M
- B - 467 Bill of Rights in Action: The Story of a Trial
- B - 1179 Bill of Rights: Women's Rights
E

EXAMPLES OF ASSIGNED REPORTS

1. Research state laws and local ordinances regulating obscene material and report to class.
2. Research the Supreme Court's decisions in the Dred Scott case as to issue, public attitude, and background of the justices, specifically Chief Justice Taney. Did public opinion or personal beliefs influence the decision? How?
3. Report on plea bargaining as viewed by the police, state's attorneys, judges and the public.
4. Compare and contrast the laws regulating marriage existing in various parts of the country.

APPENDIX V

(Samples of Quiz Materials Used)

Name

Date

Period

Quiz I

1. Name six sources of law and briefly describe each one.

Name

Date

Period

Quiz II

Place the following in the correct order as they most ordinarily occur:

___1.

___2.

___3.

___4.

___5.

A. Preliminary hearing

B. Arrest

C. Arraignment

D. Booking

E. First Appearance

(Samples of Test Materials Used)

TEST

Multiple Choice (Choose the BEST Answer)

- ___ 1. In addition to meeting the age requirement for marriage, a couple must (A) show that they are financially able to marry (B) have a physical exam and blood test (C) publish a statement in the local paper announcing their intention of getting married (D) do all of these.
- ___ 2. A void marriage (A) occurs when one of the parties is already married (B) can only be ended through an annulment (C) occurs when one of the parties is mentally incompetent (D) is a valid marriage.
- ___ 3. In order to get a divorce in Florida, one must (A) prove that the other spouse committed adultery (B) prove that the marriage has no hope of lasting (C) live apart from one's spouse for at least five years (D) prove that it was the other person's fault that the marriage failed.
- ___ 4. Couples who are separated (A) are legally divorced (B) usually have separation agreements dividing their property and giving custody of the children to one of the spouses (C) must have their property divided by a judge (D) must always seek the court's approval to separate.
- ___ 5. In deciding a child custody case judges consider (A) moral fitness of the parents (B) love ties between parents and child (C) capacity of the parents to provide necessities (D) all of these.
- ___ 6. Minor children can be required to (A) contribute money to help support the family (B) disobey the law if a parent demands it (C) skip meals (D) do all of these.

TRUE-FALSE

- ___ 7. A valid marriage ceremony can be performed by a judge, a notary public or an ordained minister.
- ___ 8. An incestuous marriage is one which does not produce any children.
- ___ 9. A marriage recognized as being legal in Florida may not be legal in another state.
- ___ 10. If a couple was considered to have a common law marriage before 1968, that marriage is no longer valid.
- ___ 11. If you marry a person who hides the fact that he or she has venereal disease, the marriage can be annulled.

12. The older a child is, the more the court considers the child's desires in deciding custody matters.
13. Taking a child outside of the state to avoid giving it up in a custody case is a felony.
14. If a wife earns more than her husband, he may not have to pay child support or alimony if they get divorced.

MULTIPLE CHOICE (Choose the BEST answer.)

1. The basic reason for law is to (A) keep criminals from injuring honest people (B) help people live in peace with their neighbors (C) restrict a person's freedom (D) give the government power.
2. Criminal laws (A) are only a small part of the system of laws (B) define what crimes are (C) define what the defendant's rights are (D) all of these.
3. Civil laws (A) require the wrongdoer to pay money to the injured party (B) give the punishment for various crimes (C) always involve disputes between the state and its citizens (D) all of these.
4. Which of the following is superior to all of the rest? (A) Florida Constitution (B) federal law (C) the U. S. Constitution (D) state law.
5. A system of rules built up over the years based on judges' decisions is (A) criminal law (B) common law (C) civil law (D) statutory law.