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| **COURSE:** | **BB30 Business Law** | | **Unit A** | **Business Law** |
|  | | | | |
| **ESSENTIAL**  **STANDARD:** | **1.00** | **B2** | **18%** | **Understand the U.S. legal system.** |
| **OBJECTIVE:** | **1.01** | **B2** | **5%** | **Understand ethics, sources of law, and legal systems.** |
| **Essential Questions:**   1. What are ethics? What is ethical reasoning? 2. What are the sources of United States law? 3. What are the characteristics of the U.S. legal system? | | | | |

**1.01 UNPACKED CONTENT**

* 1. ***Ethics (Adamson) (Brown and Sukys)***
     1. Ethics and its Origins
        1. Greatest Good
        2. The Golden Rule
     2. Ethical Reasoning
        1. Consequential Ethical Reasoning
        2. Rule Based Ethical Reasoning
        3. Ethics as Reflected in U. S. Laws and the U. S. Constitution
  2. ***Sources of Law***
     1. The Constitution
        1. U. S. Constitution
        2. State Constitution-Sovereignty
     2. English Common Law
     3. Statutory Law
     4. Case Law
     5. Administrative Law
  3. ***United States Legal Systems***
     1. System of Checks and Balances
        1. Judicial Branch
        2. Legislative Branch
        3. Executive Branch
     2. Law Enforcement
        1. Federal
           1. Federal Bureau of Investigation
           2. U. S. Marshall Service
           3. Drug Enforcement Agency
           4. Department of Homeland Security
        2. State/Local Enforcement Agencies
           1. N. C. State Bureau of Investigation
           2. N.C. Highway Patrol
           3. Sheriff Departments (by county or jurisdiction)
           4. Police Departments (by jurisdiction)

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| **1.01 INSTRUCTIONAL ACTIVITIES** | |
| **Discussion and Notes: Ethics and Sources of Law** | **List of Resources:**   1. BB30\_1.01\_PPT.pptx (Slides 1-6) 2. BB30\_1.01\_Notes\_Organizer\_Ethics\_Origins\_and\_Sources\_of\_Law.docx 3. BB30\_1.01\_Notes\_Organizer\_Sources\_of\_Law.docx |
| Facilitate a discussion with the students using the PowerPoint. Use the PowerPoint notes page for further details about each key topic on the slides. Students will complete the Notes Organizers during the discussion. |
| **Activity 1: Ethics and Sources of Law True/False Activity** | **List of Resources:**   1. BB30\_1.01\_Activity\_1.docx 2. Key Terms |
| Students will complete the true/false activity in class or as homework. Use this activity to verify that students remember key terms. |
| **Activity 2: Ethics and Sources of Law – Matching Activity** | **List of Resources:**   1. BB30\_1.01\_Activity\_2.docx 2. Key Terms |
| Students will complete the matching activity in class or as homework. Use this activity to ensure that all students have a basic understanding of ethics and sources of law. |
| **Activity 3: Ethics and Sources of Law - Scenario/Example Matching Activity** | **List of Resources:**   1. BB30\_1.01\_Activity\_3.docx 2. Key Terms |
| Students will read each statement and select the term that best matches the scenario example. Facilitate a classroom discussion to ensure that all students have the correct answers and understand the concepts covered in the material. |
| **Activity 4: Ethics and Sources of Law –**  **Critical Thinking** | **List of Resources:**   1. BB30\_1.01\_Activity\_4.docx 2. Internet |
| Students will read the cases and decide whether each case is valid in its disposition or if the finding should have been different based on Federal and State laws.  Teacher should review the cases prior to the activity in anticipation of local, state, and federal level statute questions.  Facilitate a classroom discussion to ensure that all students have the correct answers and understand the concepts covered in the material. |

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| **1.01 INSTRUCTIONAL ACTIVITIES (Continued)** | |
| **Activity 5: Ethics and Sources of Law – Video “Gideon’s Trumpet”** | **List of Resources:**   1. (Video/DVD) “Gideon’s Trumpet” (Check with your media center or social studies department) 2. BB30\_1.01\_Activity\_5.docx |
| View the video with students. The film demonstrates: justice, types of crimes, degree of seriousness, trial procedures, judicial review, supremacy, appeal process, history and evolution of law in US society, and the Supreme Court’s functions.  Students will complete one or more of the listed activities related to the video. Teacher should review the case prior to the activity in anticipation of local, state, and federal level statute questions. |
| **Discussion and Notes**  **United States Legal System** | **List of Resources:**   1. BB30\_1.01\_PPT.pptx (Slides 7-11) 2. BB30\_1.01\_Notes\_Organizer\_US\_Legal\_System.docx |
| Facilitate a discussion with the students using the PowerPoint. Use the PowerPoint notes page for further details about each key topic on the slides. Students will complete the Notes Organizer during the discussion. |
| **Activity 6: The United States Legal System – Short Answer and Explanation** | **List of Resources:**   1. BB30\_1.01\_Activity\_6.docx |
| Students will answer the questions with a short answer. It is important that students explain what functions, duties and responsibilities each statement has to the citizens of the United States or North Carolina residents. Facilitate a classroom discussion to ensure that all students have the correct answers and understand the concepts covered in the material. |
| **Activity 7: The United States Legal System – Scenario Activity** | **List of Resources:**   1. BB30\_1.01\_Activity\_7.docx |
| Students will read the scenarios, evaluate the information given and decide which agency would handle the investigation and case. Students should be prepared to explain their answers to the class to ensure that all students understand the concepts covered in the material. |

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| **1.01 INSTRUCTIONAL ACTIVITIES (Continued)** | |
| **Activity 8: The United States Legal System – Short Essay Questions** | **List of Resources:**   1. BB30\_1.01\_Activity\_8.docx |
| Students will read each question and provide a full explanation of each answer. Students should be prepared to explain answers to the class to ensure that all students understand the concepts covered in the material. |
| **Activity 9: The United States Legal System – Critical Thinking Activity** | **List of Resources:**   1. BB30\_1.01\_Activity\_9.docx 2. Internet |
| Students will be placed into groups and conduct research on a federal or N.C. State Agency. Teacher should review the list of agencies prior to the activity in anticipation of questions such as where to find the information or how to search for it on the web.  Students will prepare and present a multimedia presentation to the class.  Briefly discuss the presentations to ensure that all students understand the concepts covered in the material. |

**1.01 Key Terms 1-Understand ethics, origins, and structure of the legal system**

**Administrative Law-**body of rules created by government regulatory agencies

**Case Law-**based on an appealed case ruling, an appellate court sets precedence for future cases.

**Constitution-**principles by which its government operates

**English Common Law-**result of custom-based laws being unified by courts in England.

**Ethics** – deciding what is a right or wrong action in a reasoned, impartial manner

**Greatest** **Good-**examines whether the action will cause the greatest good for the greatest number of people

**Law of Precedent-** When a judge is required to follow an earlier court decision when deciding a case with similar circumstances, also called *stare decisis, “let the decision stand”*

**Statutory Law-** act of a federal, state legislature or local government that declares, prescribes, or commands something. specific law, expressed in writing.

**The Golden Rule-**“Do unto others as you would have them do unto you”

**U. S. Constitution-**main instrument for allocating powers between the people and their government.

**1.01 Key Terms 2 - United States Legal System**

**Department of Homeland Security-**Their primary mission is:

* + prevent terrorist attacks within the United States;
  + reduce the vulnerability of the United States to terrorism; and
  + minimize the damage, and assist in the recovery, from terrorist attacks that do occur within the United States."

**Drug Enforcement Agency (DEA)**-The mission of the Drug Enforcement Administration (DEA) is to enforce the controlled substances laws and regulations of the United States and bring to the criminal and civil justice system of the United States, or any other competent jurisdiction, those organizations and principal members of organizations, involved in the growing, manufacture, or distribution of controlled substances appearing in or destined for illicit traffic in the United States.

**Executive Branch**-the executive branch consists of the President and the Vice President, of the United States.

**Federal Bureau of Investigation (FBI)-**The overall mission of the FBI is to uphold the law through the investigation of violations of federal criminal statutes. This mission is further divided into five functional areas: Criminal Law Enforcement; Foreign Counterintelligence; Investigative and Operational Support; Law Enforcement Services; and Direction, Control, and Administration

**Judicial Branch**-the judicial branch consist of the U. S. Supreme Court. This branch decides on the constitutionality of any statute passed by the legislative branch. This branch may also decide if an action or decision by the Executive branch exceeds the powers granted under the Constitution. If so, this action or decision is void.

**Legislative Branch**-the legislative branch consist of the U. S. Senate and the U. S. House of Representatives.

**North Carolina State Bureau of Investigation (SBI)**- The State Bureau of Investigation is a division of the N.C. Department of Justice and assists local law enforcement with criminal investigations.

**North Carolina State Highway Patrol**-The North Carolina State Highway Patrol's primary mission is to reduce collisions and make the highways of North Carolina as safe as possible. This is accomplished through active patrol and enforcement of N. C. State statutes and laws for motor vehicle operation

**Police Departments** (local)-a police officer within the corporate limits of their city or jurisdiction and one mile outside these limits same powers that are vested to all officers by statute and common law, to enforce the laws and statutes of the State of N. C

**United States Marshal Service**-Among their many duties, they apprehend federal fugitives, protect the federal judiciary, operate the Witness Security Program, transport federal prisoners and seize property acquired by criminals through illegal activities.

**Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**K-W-L Chart for 1.01 Understanding Ethics and their Origins**

A table to help you clarify “What you KNOW”, “What you WANT TO KNOW; and “What you LEARNED” about a topic.

|  |  |  |
| --- | --- | --- |
| **K**  **What I Know** | **W**  **What I Want to Know** | **L**  **What I learned** |
| Ethics |  |  |
| Origins of Ethics |  |  |
| Greatest Good |  |  |
| The Golden Rule |  |  |
| **K**  **What I Know** | **W**  **What I Want to Know** | **L**  **What I learned** |
| Consequential Ethical Reasoning |  |  |
| Ethical Rule Based Reasoning |  |  |
| Ethics as Reflected in U. S. laws |  |  |
| The Constitution |  |  |
| U. S. Constitution |  |  |
| **K**  **What I Know** | **W**  **What I Want to Know** | **L**  **What I learned** |
| State Constitution-Sovereignty |  |  |
| English Common Law |  |  |
| Statutory Law |  |  |
| Case Law |  |  |
| Administrative Law |  |  |

**Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**K-W-L Chart for 1.01 Sources of Law**

A table to help you clarify “What you KNOW,” “What you WANT TO KNOW,” and “What you LEARNED.”

|  |  |  |
| --- | --- | --- |
| **K**  **What I Know** | **W**  **What I Want to Know** | **L**  **What I learned** |
| The Constitution |  |  |
| U. S. Constitution |  |  |
| State Constitution-Sovereignty |  |  |
| English Common Law |  |  |
| Administrative Law |  |  |
| Statutory Law |  |  |
| Case Law |  |  |

**Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Notes for 1.01**

**The U. S. Legal System**

**Federal and N. C. State Agencies**

|  |  |
| --- | --- |
| Legislative Branch |  |
| Executive Branch |  |
| Judicial Branch |  |
| Federal Bureau of Investigation (FBI) |  |
| United States Marshall |  |
| Drug Enforcement Agencies (DEA) |  |
| Department of Homeland Security |  |

**Notes for 1.01 (Continued)**

**The U. S. Legal System**

**Federal and N. C. State Agencies**

|  |  |
| --- | --- |
| N. C. State Bureau of Investigations (SBI) |  |
| N. C. State Highway Patrol |  |
| N. C. Sheriff Departments |  |
| Police Departments (Local) |  |
| Additional Notes | |

Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_

Activity 1

Ethics and Sources of Law

True-False

\_\_\_\_\_\_ 1. Ethics are deciding what is a right or wrong action in a reasoned,

impartial manner.

\_\_\_\_\_\_ 2. The golden rule says that you should “Do unto others before they

do unto you”.

\_\_\_\_\_\_ 3. Laws make people do what is right.

\_\_\_\_\_\_ 4. Common law got its beginning from France in 1776.

\_\_\_\_\_\_ 5. Administrative agencies get their laws from each state.

\_\_\_\_\_\_ 6. The greatest good principle means making decisions that will

affect the most people in a positive way.

\_\_\_\_\_\_ 7. When a judge makes a decision based on a prior higher court

decision it is known as law of precedent.

\_\_\_\_\_\_ 8. The principles by a which a government operates is a

Declaration.

\_\_\_\_\_\_ 9. Laws passed by a federal, state legislature or a local city

council are known as ethics.

\_\_\_\_\_\_ 10. Law in the United States comes from constitutions, statutes,

administrative agencies and court decisions.

Activity 1-Key

Ethics and Sources of Law Key

1. True

2. False

3. False

4. False

5. False

6. True

7. True

8. False

9. False

10. True

Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Ethics and Sources of Law

Activity 2

Completion Using Key Terms and Notes

1. A person who lives by certain social values is said to be\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

2. The \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_has been adopted by many organizations and religions because it is a logical rule based on the assumption that people want to respect.

3. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_is the main instrument by which a government operates and guides its people.

4. When a legislative body declares, prescribes, or commands something that is a

specific law, it is known as \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

5. Law that is established by a court and thereafter is referred to in similar cases is called the \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

6. The tenth amendment of the Constitution acknowledges \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ for all states to govern their people within their state boundaries.

7. Consequential ethical reasoning evaluates each \_\_\_\_\_\_\_\_\_\_\_\_ and selects the one that generates the \_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_.

8. One of the methods involved with Rules Based Ethical Reasoning is by either a recognized\_\_\_\_\_\_\_\_\_\_\_\_\_\_ or \_\_\_\_\_\_\_\_\_\_\_\_\_\_ reasoning.

9. There are \_\_\_\_\_ amendments in the Bill of Rights.

10. *Stare decisis* is Latin for \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

Activity 2 Key

1. ethical

2. Golden Rule

3. The Constitution

4. Statutory law

5. law of precedent

6. Sovereignty

7. Alternative greatest good

8. authority human

9. ten

10. let the decision stand

**1.01 Activity 3 Scenario/Example-Matching Activity**

**Directions: Read each statement below and select the term that best matches the scenario example.**

State Constitution-Sovereignty

Common law

Rule Based Ethical Reasoning

U.S. Constitution

The Golden Rule

Greatest Good

Case Law

Consequential Ethical Reasoning

# Statutory Law

Ethics

1. Not crossing a street while the light is red, even though no cars are coming, because that would be jaywalking is an example of\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

2. During the 1960’s, all school age children were required by the government to have the Polio preventative vaccine administered to them. This is an example of\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

3. States may generally legislate on all matters within their territorial jurisdiction with the exception of foreign interstate commerce. This is an example of\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

4. In order to save costs and increase profits which may increase wages, a local leather tanning business has decided to lower its environmental standards to lawfully start discharging some of their manufacturing waste into a local stream. This is an example of\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

5. The U. S. Congress and the President, passed and sign into law that all U. S. citizens must have healthcare insurance. This is an example of\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

6. A judge decides a case based on their own common sense as well as to the facts before them. This is known as\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

7. You reason that no one will know if as a police officer you are secretly smoking in uniform and while on duty which is against your employer’s written policy. This is an example of \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

8. One of your co-workers that is not well liked at your company, ask you for a ride home from work. You say yes to their request. This is an example of\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

9. A citizen has his vehicle searched by local police against his will and without permission or a warrant. This is a violation of\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

10. A judge refers to a previous case/court ruling in reference to a previously appealed case. This is an example of\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

Key 1.01 Activity 3

1. Ethics

2. Greatest Good

3. State Constitution-Sovereignty

4. Consequential Ethical Reasoning

5. Statutory Law

6. Common Law

7. Rule Based Ethical Reasoning

8. Golden Rule

9. U. S. Constitution

10. Case Law

Critical Thinking

Instructions: *Read the below cases and decide whether each case is valid in it’s disposition or if the finding should have been different based on Federal and State laws.*

1. Berberian age 13, applies for an is refused a learner’s permit to drive an automobile. He is also denied permission to take the driver’s test. Under his state’s statutes, persons under the age of 16 may not obtain learner’s permits or take a driving test. Berberian claims the age requirement is unconstitutional and that it violates his right to equal protection under the 14th Amendment to the U. S. Constitution.

Is Berbian correct? If so, then why?? Or why not? Case: Berberian v Petit

2. While driving through Lowell, NY, John passes a police radar speed checkpoint an d relays the following message on his CB radio. “There is a Smokey taking pictures up on Route 29.” A police officer monitoring a CB radio heard the message. John is arrested, charged and convicted of obstructing governmental administration. Under New York law, a person is guilty of that offense” when he prevents or attempts to prevent a public servant from performing an official function by means of interference or by means of an independently unlawful act.” How would you decide? People v Case

Critical Thinking-Key

1. Berberian was not correct. The right to operate a motor vehicle is not a fundamental right but rather a privilege. Only rights that are guaranteed by the U. S. Constitution are fundamental. The right to operate a motor vehicle is a creation of state law and it is not guaranteed by the Constitution. The state has a legitimate interest in prevention the operation of motor vehicles by those unable to exercise mature judgement. His appeal was denied.

2. The appellate court reversed the lower court’s decision. Their decision said, “A CB radio message as to the location of a radar speed checkpoint does not constitute obstructing governmental administration.” The court went onto say that “interference” means physical interference and that “words alone do not constitute physical force or interference.”

**1.01-Activity 5**

**Video Teaching Resource: *Gideon’s Trumpet***

**GIDEON VS. WAINRIGHT, 372 U. S. 335**

Summary of Case:

Gideon was charged and found guilty of breaking and entering by a Florida court. He was not afforded an attorney even though he requested one. The case was appealed and heard by the US Supreme Court. The court found Gideon had a right to counsel, creating a momentous change in the court system. The jury in the second trial, conducted with assistance of a defense attorney, found Gideon not guilty.

Have students view “Gideon’s Trumpet”, a dramatization of the court case.

Complete one or more of the following activities related to the video:

1. Write a one page paper on your personal idea of “What is justice?” Does the American justice system deliver? You may use examples or justice/injustice to explain your thoughts. What changes would you envision?
2. Students research the steps (1-6) of a trial beginning with the complaint/charges.
3. Robert F. Kennedy was the US Attorney General at the time of this case. Who is the current US attorney general? What are the responsibilities of the attorney general? Who is the current NC attorney general?
4. The powerful epilogue by Robert Kennedy challenges Americans. Have students discuss the epilogue and what their response will be.

*“If an obscure Florida convict named Clarence Earl Gideon had not sat down in his prison cell…to write a letter to the Supreme Court…the vast machinery of American law would have on functioning undisturbed. But Gideon did write that letter, the Court did look into his case…and the whole course of American legal history has changed.”*

1. How do supreme court justices get their positions?
2. Name the current chief justice and the associate justices.
3. What is the significance of the 1932 Supreme Court case “*Powell vs. Alabama”?*
4. Write a one page paper on the ACLU. Present information to class.
5. In a paragraph, compare the American “Adversarial” court system to the European “Inquisitorial” style. Include your opinion on which is better and why.
6. Write a one page paper on Abe Fortas, the ACLU attorney who defended Gideon in trial #2, who became a Supreme Court justice. Share findings with class.

The United States Legal System

Activity 6

**Instructions: Complete the following with a short answer.**

**\*Important: Explain what functions, duties and responsibilities each have to the citizens of the United States or North Carolina residents as is appropriate.**

1. The three main branches of government for the U. S. government are?

2. What is the primary reason that we have three branches? Explain.

3. What law enforcement agency of the Federal Government is at the top? Name one of their primary responsibilities since 911.

4. Which agency has a primary responsibility of preventing a terrorist attack?

5. What is the top law enforcement agency in North Carolina?

6. Which state agency is responsible for helping maintain a safe highway and road system in North Carolina?

7. What does jurisdiction mean?

8. Which agency is responsible for maintaining a safe and secure environment in the state courtrooms?

9. Unless otherwise stated, the jurisdiction of most local police departments is what?

10. The federal agency that is responsible for the Witness Protection Program is?

The United States Legal System

Activity 6-Key

1. legislative-U.S. Senate and U.S. House of Representatives, executive-President and Vice President of the U.S. and judicial-Supreme Court

2. the main reason is so that there is a **balance of power** and that no one branch can exceed their power and authority. Checks and balances.

3. Federal Bureau of Investigation (FBI) Primary mission has been foreign intelligence since 911. Also handle criminal investigations for Federal Criminal Laws and Statutes, Federal Agencies and properties of U. S.

4. Homeland Security-to prevent terrorist attacks within the U.S., reduce the United States’ vulnerability to terrorism, minimize damage and assist in the recovery in the case of an actual terrorist attack.

5. N.C. State Bureau of Investigation (SBI)- assist state and local law enforcement agencies with criminal investigations

6. N. C. Highway Patrol-reduce collisions and make N. C. highways as safe as possible through active patrol and enforcement of N.C. statutes and motor vehicle laws

7. Jurisdiction means the legal authority to enforce the law within specific geographic boundaries

8. N. C. Sheriffs-responsible for the courts of the State of N. C. as well as the administration of criminal and civil justice and to be in charge of all city, county or regional jails in each jurisdiction. Have same police powers as other state sworn law enforcement officers.

9. within the corporate limits of their city or jurisdiction and one mile outside these limits. Have same police powers as other state sworn law enforcement officers.

10. United States Marshall Service-to apprehend federal fugitives, protect the federal judiciary (all Federal courts and judges), operate Witness Security Program, transportation of Federal prisoners and to seize property acquired by criminals through illegal activities.

The United States Legal System

1.01

Activity 7

Read the following scenarios. Evaluate the information given and decide what agency would handle the investigation and case. Then write your answer below explaining your decisions.

**Scenario 1**

*The First Citizens Bank located at 101 Main Street in Plymouth, N.C. was robbed by several male suspects. These suspects were caught by the N.C. State Highway Patrol after a vehicle pursuit, approximately 20 miles from the Plymouth city limits. What law enforcement agency has jurisdiction for the bank robbery? Note: This bank is insured by the Federal Deposit Insurance Corporation (FDIC).*

***Scenario 2***

*Tom Jones, Indiana Senator introduces a bill of legislation that will negatively affect all adults over the age of 60 in the United States. Yet, both the Senate and House of Representatives vote to approve the bill and the President also reviews and signs his approval of the bill too. The judicial branch, the Supreme Court reviews the bill and decides the bill is unconstitutional based on a previous court ruling. Can the Supreme Court make this ruling? Is it legal and why? What about this scenario is unique compared to some other forms of government? Explain.*

*The United States Legal System*

*1.01Activity 7-Key*

***Scenario 1 question:*** *The bank is federally insured (FDIC) which automatically makes the jurisdiction Federal and the FBI could handle the case. However the local law enforcement agency could be allowed to handle the case if they have the resources to do so. The FBI in this case could designate or allow Plymouth P. D. or the N. C. State SBI to handle the robbery and the prosecution of the suspects. The N. C. Highway Patrol is merely the arresting agency and are witnesses in the case as they did not witness the actual robbery.*

***Scenario 2 question:*** *The Supreme Court can as one of the three sources in the balance of power, elect to find the bill as unconstitutional if there are legal grounds which in this case was a previous court ruling. The unique thing about this scenario and outcome are that in the United States, our form of checks and balances within our three branches of government generally ensure that statutes and laws that are approved are for the greatest good of our people*

The United States Legal System

1.01

Activity 8

Critical Thinking

Evaluate the information and answer the questions. Explain your answers.

**1. Explain what the “checks and balances” are within our form of government. Additionally, why do we have this type of government rule?**

***2.* If there are Federal law enforcement agencies in place such as the FBI, DEA, Homeland Security and the U. S. Marshall Service and Federal Courts; why do our states have similar agencies that in most cases enforce the same laws as well as having state courts too? Is that a waste of resources or is it necessary? Why?**

*The United States Legal System*

*1.01 Activity 8-Key*

***Scenario 1 question:*** *Checks and Balances means that in our form of government to include the Executive, Legislative and Judicial branches, none has the sole power to make decisions without the approval from the other branches. In other words the senate and house have to agree on any legislation that want passed into law BUT the President will also need to sign the legislation into law and he has veto power if he or she does not feel the new legislation is good for the nation. The Judicial Branch: the Supreme Court decides on matters that may have a bill or piece of legislation that is not in line or violates the United States Constitution.*

***Scenario 2 question:*** *Because the U. S. Constitution and the Bill of Rights allows for each state to be sovereign within their state boundaries; they also are allowed to have their own state constitution that must be in line with the U. S. Constitution. But this also allows each state to legislate laws and statutes for their respective state. This means that each state is responsible for enforcing not only their own state laws, but those of the United States; especially when Federal agencies are not present or immediately available. In many cases the state will ask for Federal assistance in such cases as criminal investigation involving interstate (across state lines) controlled drug investigations or in a case of a Federally insured bank for two examples. It is not a waste of resources but rather a necessity.*

The United States Legal System

1.01

Activity 9

Group Activity

**Instructions: Divide the class into groups of no more than (4) students for this activity.**

**Have each group to select one of the below Federal or N. C. State Agencies. Each group will research the selected agency prepare a multimedia presentation to be presented to the class. The presentation should include but not be limited to, agency description, history, purpose, responsibilities and duties, size (number of sworn and non-sworn employees) recruitment and training, educational requirements to be hired and the closest agency office to your city, county or school.**

1. Federal Bureau of Investigation (FBI)
2. U. S. Marshal Service
3. Drug Enforcement Agency (DEA)
4. Department of Homeland Security
5. N. C. State Bureau of Investigation (SBI)
6. N. C. State Highway Patrol
7. N. C. Sheriff Departments

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| |  | | --- | | **Multimedia Project : Business Law**  **1.01 Group Activity 9 Rubric**  Teacher Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_    Student Name:     \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | |

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| CATEGORY | **4** | **3** | **2** | **1** |
| **Presentation** | Well-rehearsed with smooth delivery that holds audience attention. | Rehearsed with fairly smooth delivery that holds audience attention most of the time. | Delivery not smooth, but able to maintain interest of the audience most of the time. | Delivery not smooth and audience attention often lost. |
| **Content** | Covers topic in-depth with details and examples. Subject knowledge is excellent. | Includes essential knowledge about the topic. Subject knowledge appears to be good. | Includes essential information about the topic but there are 1-2 factual errors. | Content is minimal OR there are several factual errors. |
| **Mechanics** | No misspellings or grammatical errors. | Three or fewer misspellings and/or mechanical errors. | Four misspellings and/or grammatical errors. | More than 4 errors in spelling or grammar. |
| **Organization** | Content is well organized using headings or bulleted lists to group related material. | Uses headings or bulleted lists to organize, but the overall organization of topics appears flawed. | Content is logically organized for the most part. | There was no clear or logical organizational structure, just lots of facts. |
| **Sources** | Source information collected for all graphics, facts and quotes. All documented in desired format. | Source information collected for all graphics, facts and quotes. Most documented in desired format. | Source information collected for graphics, facts and quotes, but not documented in desired format. | Very little or no source information was collected. |