

Career and Technical Education TEKS Review Draft Recommendations

Texas Essential Knowledge and Skills (TEKS) for Career and Technical Education Draft Recommendations
Law and Public Service Career Cluster
Program of Study: Legal Studies
Region 4 Education Service Center

The document reflects the draft recommendations to the career and technical education (CTE) Texas Essential Knowledge and Skills (TEKS) that have been recommended by subject matter experts facilitated by Region 4 Education Service Center for the **Legal Studies program of study**.

Proposed additions and new courses are shown in green font with underline (additions). Proposed deletions are shown in red font with strikethroughs (~~deletions~~). Text proposed to be moved from its current student expectation is shown in purple italicized font with strikethrough (~~moved text~~) and is shown in the proposed new location in purple italicized font with underlines (new text location). Numbering for the knowledge and skills statements in the document will be finalized when the proposal is prepared to file with the *Texas Register*.

Comments in the right-hand column provide explanations for the proposed changes. The following notations may be used as part of the explanations.

| Abbreviation | Description |
|--------------|------------------------------------------|
| KS | refers to knowledge and skills statement |
| SE | refers to student expectation |

Table of Contents

| Legal Studies Courses | Pages |
|-------------------------------|-------|
| Civil Law and Procedures..... | 2-7 |

§127.XX Civil Law and Procedures (One Credit), Adopted 202X.

| | TEKS with edits | Work Group Comments/Rationale |
|-----|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------|
| (a) | <u>Implementation. The provisions of this section shall be implemented by school districts beginning with the 2025-2026 school year.</u> | |
| (1) | <u>No later than August 31, 2025, the commissioner of education shall determine whether instructional materials funding has been made available to Texas public schools for materials that cover the essential knowledge and skills identified in this section.</u> | |
| (2) | <u>If the commissioner makes the determination that instructional materials funding has been made available this section shall be implemented beginning with the 2025-2026 school year and apply to the 2025-2026 and subsequent school years.</u> | |
| (3) | <u>If the commissioner does not make the determination that instructional materials funding has been made available under this subsection, the commissioner shall determine no later than August 31 of each subsequent school year whether instructional materials funding has been made available. If the commissioner determines that instructional materials funding has been made available, the commissioner shall notify the State Board of Education and school districts that this section shall be implemented for the following school year.</u> | |
| (b) | <u>General requirements. This course is recommended for students in Grades 11-12. Students shall be awarded one credit for successful completion of this course.</u> | |
| (c) | <u>Introduction.</u> | |
| (1) | <u>Career and technical education instruction provides content aligned with challenging academic standards and relevant technical knowledge and skills for students to further their education and succeed in current or emerging professions.</u> | |
| (2) | <u>The Law, Public Safety, Corrections, and Security Career Cluster focuses on planning, managing, and providing legal services, public safety, protective services, and homeland security, including professional and technical support services.</u> | |
| (3) | <u>This course is designed to provide a comprehensive overview of civil law and the legal process. Students will learn about the fundamental principles that govern civil law, analyze the structure and function of the court system, apply legal concepts to real-world scenarios, develop critical--thinking and problem-solving skills, and understand the ethical considerations involved in the practice of law. By the end of the course, students will have a solid foundation in civil law and be well-prepared for further legal studies or careers.</u> | |

| | | |
|-----|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| (4) | <u>Students are encouraged to participate in extended learning experiences such as mock trials, moot courts, legal clinics, legal writing competitions, legal research projects, networking opportunities, and industry-based certifications.</u> | |
| (5) | <u>Statements that contain the word "including" reference content that must be mastered, while those containing the phrase "such as" are intended as possible illustrative examples.</u> | |
| (d) | <u>Knowledge and skills.</u> | |
| (1) | <u>The student demonstrates knowledge of the fundamental concepts and principles of civil law. The student is expected to:</u> | |
| (A) | <u>define civil law and distinguish it from criminal law;</u> | |
| (B) | <u>explain the purpose and scope of civil law in resolving disputes between individuals and organizations; and</u> | <p>Contract law: Governs agreements between parties, such as contracts for goods, services, or employment.</p> <p>Tort law: Deals with civil wrongs that cause harm to others, such as negligence, defamation, and product liability.</p> <p>Property law: Addresses the rights and responsibilities of property owners, including real property (land and buildings) and personal property.</p> <p>Family law: Governs matters related to marriage, divorce, child custody, and adoption.</p> <p>Probate law: Deals with the administration of estates after a person's death.</p> |
| (C) | <u>identify the main categories of civil law, including contract law, tort law, property law, and family law.</u> | |
| (2) | <u>The student examines the structure and function of the civil court system. The student is expected to:</u> | |
| (A) | <u>describe the different levels of civil courts, including small claims courts, state courts, and federal courts;</u> | |

| | | |
|-----|-------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| (B) | <u>explain the roles of various participants in the civil court system, including judges, juries, attorneys, and court clerks; and</u> | |
| (C) | <u>analyze the jurisdiction and authority of different civil courts.</u> | Federal Courts: US District Courts, US Court of Appeals, US Supreme Court State Courts: Trial Courts, Intermediate Appellate Courts, State Supreme Court Specialized Courts: Probate, Family, Small Claims |
| (3) | <u>The student understands the steps involved in civil litigation. The student is expected to:</u> | |
| (A) | <u>describe the stages of a civil lawsuit, including filing a complaint, discovery, trial, and appeals, and provide examples of each stage;</u> | |
| (B) | <u>explain the purpose and procedures of pretrial motions and hearings; and</u> | |
| (C) | <u>describe the process of gathering evidence, including depositions, interrogatories, and subpoenas.</u> | |
| (4) | <u>The student demonstrates the ability to conduct legal research and prepare for civil cases. The student is expected to:</u> | |
| (A) | <u>utilize legal databases and resources to research case law, statutes, and legal precedents relevant to civil cases;</u> | |
| (B) | <u>prepare case briefs that summarize key facts, legal issues, and rulings; and</u> | |
| (C) | <u>develop legal arguments and strategies based on research findings.</u> | |
| (5) | <u>The student understands the rules governing civil procedures. The student is expected to:</u> | |
| (A) | <u>explain the Federal Rules of Civil Procedure and their application in civil cases;</u> | Pleadings, Discovery, Trials, Judgements, Appeals. |
| (B) | <u>compare the procedural rules of different state courts; and</u> | |
| (C) | <u>analyze the impact of procedural rules on the fairness and efficiency of civil litigation.</u> | |

| | | |
|-----|-----------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| (6) | <u>The student explores alternative methods for resolving civil disputes outside of court. The student is expected to:</u> | |
| (A) | <u>define various Alternative Dispute Resolution (ADR) processes and differentiate between negotiation, mediation, and arbitration;</u> | <p>Mediation: A neutral third party (mediator) helps the parties reach a mutually agreeable solution. The mediator facilitates communication, identifies areas of agreement, and suggests possible solutions. The mediator does not have the authority to impose a decision on the parties.</p> <p>Arbitration: A neutral third party (arbitrator) acts as a judge, hears evidence from both sides, and makes a binding decision. The arbitrator's decision is final and cannot be appealed.</p> <p>Negotiation: The parties directly negotiate to reach a settlement without the involvement of a third party. This can be done independently or with the assistance of a facilitator.</p> <p>Conciliation: A neutral third party assists the parties in reaching a settlement, but does not make binding decisions. The conciliator may provide guidance and suggestions, but ultimately the parties must agree on a solution.</p> |
| (B) | <u>evaluate the advantages and disadvantages of ADR compared to traditional litigation; and</u> | |
| (C) | <u>participate in simulated ADR processes to practice negotiation and conflict resolution skills.</u> | |

| | | |
|-----|----------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| (7) | <u>The student examines the ethical considerations and responsibilities in civil law practice. The student is expected to:</u> | |
| (A) | <u>discuss the ethical obligations of attorneys, including client confidentiality, conflict of interest, and professional conduct;</u> | |
| (B) | <u>analyze ethical dilemmas that may arise during civil litigation and propose appropriate responses; and</u> | Conflict of interest, confidentiality, exaggeration or misinterpretation, fee disputes, discrimination, misleading the court, etc. |
| (C) | <u>review the role of bar associations and disciplinary bodies in regulating attorney conduct.</u> | |
| (8) | <u>The student understands the principles of contract law as applied in civil cases. The student is expected to:</u> | |
| (A) | <u>explain the elements of a legally binding contract, including offer, acceptance, consideration, and mutual assent;</u> | |
| (B) | <u>analyze the legal remedies available for breach of contract; and</u> | Monetary Compensation (Compensatory, consequential, punitive) Court order performance Rescission – cancellation of contract Reformation – modification of the contract Injunction - Court Order |
| (C) | <u>review real-world contract disputes and identify the legal issues involved.</u> | |
| (9) | <u>The student demonstrates knowledge of tort law and its application in civil cases. The student is expected to:</u> | |
| (A) | <u>define tort law and differentiate between intentional torts, negligence, and strict liability;</u> | |
| (B) | <u>explain the concepts of duty, breach, causation, and damages in tort cases; and</u> | |
| (C) | <u>analyze case studies involving personal injury, defamation, and other tort claims.</u> | |

| | | |
|------|----------------------------------------------------------------------------------------------------------------------------------|--|
| (10) | <u>The student explores the key principles and issues in family law. The student is expected to:</u> | |
| (A) | <u>describe the legal processes involved in divorce, child custody, and child support cases;</u> | |
| (B) | <u>analyze the role of family law in protecting the rights of children and parents; and</u> | |
| (C) | <u>review the impact of prenuptial agreements, adoption laws, and domestic violence cases on family law proceedings.</u> | |
| (11) | <u>The student examines the principles of property law as applied in civil cases. The student is expected to:</u> | |
| (A) | <u>define real property and personal property and explain the differences between them;</u> | |
| (B) | <u>analyze legal issues related to property ownership, transfer, and disputes; and</u> | |
| (C) | <u>evaluate the legal processes involved in real estate transactions, zoning, and land use.</u> | |
| (12) | <u>The student explores career opportunities in civil law and related fields. The student is expected to:</u> | |
| (A) | <u>identify various legal careers related to civil law such as paralegals, legal assistants, and civil litigation attorneys;</u> | |
| (B) | <u>research the education and certification requirements for careers in civil law; and</u> | |
| (C) | <u>develop a career plan that includes goals for gaining experience and advancing in the field of civil law.</u> | |