

Chapter 1 : Minnesota Judicial Branch - Teachers and Students

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As a result, school boards have lost virtually every fight over curriculum changes designed to challenge evolution, including disclaimers in biology textbooks. One of the most recent and notable of these cases, *Kitzmiller v. Dover Area School District*. After lengthy testimony from both proponents and opponents of intelligent design, a federal district court in Pennsylvania concluded that the policy violates the Establishment Clause because intelligent design is a religious, rather than scientific, theory. The *Kitzmiller* ruling has received an unusually large amount of attention, in part because it is the first decision to address the constitutionality of teaching intelligent design. But *Kitzmiller* also has been noted for its forceful analysis, and the ruling is likely to be highly influential if and when courts hear other cases involving alternatives to Darwinian evolution. Study of the Bible Courts have also expended significant time and energy considering public school programs involving Bible study. Although the Supreme Court has occasionally referred to the permissibility of teaching the Bible as literature, some school districts have instituted Bible study programs that courts have found unconstitutional. Frequently, judges have concluded that these courses are thinly disguised efforts to teach a particular understanding of the New Testament. In a number of these cases, school districts have brought in outside groups to run the Bible study program. The groups, in turn, hired their own teachers, in some cases Bible college students or members of the clergy who did not meet state accreditation standards. Such Bible study programs have generally been held unconstitutional because, the courts conclude, they teach the Bible as religious truth or are designed to inculcate particular religious sentiments. For a public school class to study the Bible without violating constitutional limits, the class would have to include critical rather than devotional readings and allow open inquiry into the history and content of biblical passages. Holiday Programs Christmas-themed music programs also have raised constitutional concerns. The schools also must be sensitive to the possibility that some students will feel coerced to participate in the program *Bauchman v. West High School*, 10th U. Circuit Court of Appeals, ; *Doe v. Duncanville Independent School District*, 5th Circuit, Moreover, the courts have said, no student should be forced to sing or play music that offends his religious sensibilities. Therefore, schools must allow students to choose not to participate. Multiculturalism Not all the cases involving religion in the curriculum concern the promotion of the beliefs of the majority. In a number of recent cases, challenges have come from Christian groups arguing that school policies discriminate against Christianity by promoting cultural pluralism. In a recent example, the 2nd U. Circuit Court of Appeals considered a New York City Department of Education policy regulating the types of symbols displayed during the holiday seasons of various religions. The department allows the display of a menorah as a symbol of Hanukkah and a star and crescent as a symbol of Ramadan but permits the display of only secular symbols of Christmas, such as a Christmas tree; it explicitly forbids the display of a Christmas nativity scene in public schools. Klein that city officials intended to promote cultural pluralism in the highly diverse setting of the New York City public schools. The judicial panel ruled that the policy, therefore, did not promote Judaism or Islam and did not denigrate Christianity. In another high-profile case, *Citizens for a Responsible Curriculum v. Montgomery County Board of Education*. Ordinarily, opponents of homosexuality could not confidently cite the Establishment Clause as the basis for a complaint, because the curriculum typically would not advance a particular religious perspective. However, the Montgomery County curriculum included materials in teacher guides that disparaged some religious teachings on homosexuality as theologically flawed, and contrasted those teachings with what the guide portrayed as the more acceptable and tolerant views of some other faiths. The district court concluded that the curriculum had both the purpose and effect of advancing certain faiths while denigrating the beliefs of others. The county has now rewritten these materials to exclude any reference to the views of particular faiths. These new materials will be more difficult to challenge successfully in court because the lessons do not condemn or praise any faith tradition.

Chapter 2 : Courts and the Legal System | BS in Human Services | Walden University

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To explain and evaluate the procedures used to select judges. To identify factors that are considered in judicial appointments. Understanding the Minnesota Judiciary: Students will storyboard the steps taken as the law moves from the legislature through the three levels of the court system and then back to the legislature. Lesson includes a student reading and comparison chart. The direct instruction component is appropriate for any Civics course with a Judicial Branch unit focus. Due to its content, the lesson activity as written is most suitable for older high school students in Government or Civics classes. Strategies used include jigsaw of case studies and deliberation on proposed change to the Minnesota Constitution regarding judicial elections. It is provided in four languages: English, Hmong, Somali, and Spanish. Each video is subtitled in English. The program features judges, court employees, and community advocates explaining various aspects of the judicial process and cultural differences. Going to Court curriculum, designed for use with the video by teachers in English Language Learner classes and produced in conjunction with the Minnesota Literacy Council, is available in PDF. Minnesota judges and court personnel regularly speak to school and community groups about the Minnesota Judicial Branch, juvenile justice, how civil and criminal cases proceed, sentencing, and other topics. In addition, judges and justices at the Minnesota Judicial Center in St. Paul host numerous tour groups throughout the year. The Speakers Bureau can help you schedule a Judicial Center tour or find a Judicial Branch representative in your area who can best address your group. This effort is designed to help educate people about the Minnesota Judicial Branch and its role in their communities. By enabling groups to hear directly from judges and court officials, it is hoped that citizens will have a better understanding of the judicial system and its function in a democracy. Speakers will discuss court-related subjects of special interest to the host group and will take questions from the audience or students. All judges are bound by the Code of Judicial Conduct and are unable to address certain matters, such as pending litigation, or to give legal advice. This minute broadcast was launched to increase public understanding of the judiciary, the least-understood branch of government, and related issues. There are editions of "Meet Your Court," produced from Burke hosted editions. The producer was Ken Bergstrom. The last six editions were co-produced with the Minnesota Judicial Branch.

Chapter 3 : Judicial Branch Introduces New Curriculum for High Schools on Connecticut Courts

The Connecticut Judicial Branch, in collaboration with the Justice Education Center, Inc. and the Connecticut Judges' Association, has developed Connecticut Courts: An Interactive Curriculum in Three Segments for High School Students, which provides high school students with a thorough understanding of the rule of law, the role of the courts.

Chapter 4 : Courts cannot decide school curriculum: Supreme Court | Chandigarh News - Times of India

Courts and Judicial Process What happens in a courtroom is both complex and fascinating, as is evidenced by the popularity of courtroom drama—real and fictional. In this course, students analyze and apply information about the components of the judicial system, including their structure, function, and processes.

Chapter 5 : State-Level Trainers Learn To Use the Mental Health Court Curriculum | CSG Justice Center

The curriculum was developed by the Council of State Governments Justice Center with the support of the Bureau of Justice Assistance in partnership with the National Center for State Courts, SAMHSA's GAINS Center for Behavioral Health.

Chapter 6 : Religion in the Curriculum | Pew Research Center

Web curriculum, cow, curriculum on the web. Property Tax Training On June 16, , Commission Rick Nothwehr lead a phone conference covering new changes and procedures for tax law courts. This course offers a revised transcript of that training, videos Com. Nothwehr presented to attendees, his PowerPoint presentation, and his overall.

Chapter 7 : Developing a Mental Health Court: An Interdisciplinary Curriculum | CSG Justice Center

Lower courts have consistently followed the lead of Epperson and calendrierdelascience.com a result, school boards have lost virtually every fight over curriculum changes designed to challenge evolution, including disclaimers in biology textbooks.

Chapter 8 : Curriculum on the Web

"Going to Court in Minnesota" Videos and Curriculum "Going to Court in Minnesota" is a half-hour video designed to help immigrants, refugees, and others better understand the Minnesota court system and be prepared to go to court.

Chapter 9 : Courts Curriculum - CT Judicial Branch

Developing a Mental Health Court: An Interdisciplinary Curriculum is a free online multimedia curriculum for individuals and teams seeking to start, maintain, or just learn about mental health courts.