



Criminal Justice I

Primary Career Cluster:	Law, Public Safety, Corrections, & Security
Course Contact:	CTE.Standards@tn.gov
Course Code(s):	C30H00
Prerequisite(s):	<i>None</i>
Credit:	1
Grade Level:	9-10
Focused Elective Graduation Requirements:	This course satisfies one of three credits required for an elective focus when taken in conjunction with other Law, Public Safety, Corrections, & Security courses.
POS Concentrator:	This course satisfies one out of two required courses to meet the Perkins V concentrator definition, when taken in sequence in the approved program of study.
Programs of Study and Sequence:	This is the first course in the <i>Criminal Justice and Correction Services</i> program of study.
Aligned Student Organization(s):	SkillsUSA: https://www.skillsusatn.org/
Coordinating Work-Based Learning:	Teachers are encouraged to use embedded WBL activities such as informational interviewing, job shadowing, and career mentoring. For information, visit https://www.tn.gov/education/career-and-technical-education/work-based-learning.html
Promoted Tennessee Student Industry Credentials:	Credentials are aligned with postsecondary and employment opportunities and with the competencies and skills that students acquire through their selected program of study. For a listing of promoted student industry credentials, visit https://www.tn.gov/education/career-and-technical-education/student-industry-certification.html
Teacher Endorsement(s):	590, 750
Required Teacher Certifications/Training:	None
Teacher Resources:	https://www.tn.gov/education/career-and-technical-education/career-clusters/cte-cluster-law-public-safety.html Best for All Central: https://bestforall.tnedu.gov

Course at a Glance

CTE courses provide students with an opportunity to develop specific academic, technical, and 21st century skills necessary to be successful in career and in life. In pursuit of ensuring every student in Tennessee achieves this level of success, we begin with rigorous course standards which feed into intentionally designed programs of study.

Students engage in industry relevant content through general education integration and experiences such as career & technical student organizations (CTSO) and work-based learning (WBL). Through these experiences, students are immersed with industry standard content and technology, solve industry-based problems, meaningfully interact with industry professionals, and use/produce industry specific, informational texts.

Using a Career and Technical Student Organization (CTSO) in Your Classroom

CTSOs are a great resource to put classroom learning into real-life experiences for your students through classroom, regional, state, and national competitions, and leadership opportunities. Below are CTSO connections for this course, note this is not an exhaustive list.

- Participate in CTSO Fall Leadership Conference to engage with peers by demonstrating logical thought processes and developing industry specific skills that involve teamwork and project management
- Participate in contests that highlight job skill demonstration; interviewing skills; community service activities, extemporaneous speaking, and job interview
- Participate in leadership activities such as Student2Student Mentoring, National Week of Service, Officer Training, and Community Action Project

For more ideas and information, visit Tennessee SkillsUSA at <http://www.tnskillsusa.com>.

Using Work-based Learning in Your Classroom

Sustained and coordinated activities that relate to the course content are the key to successful work-based learning. Possible activities for this course include the following. This is not an exhaustive list.

- **Standards 1-3** | Invite a juvenile court judge or lawyer to speak about the system and graduated sanctions.
- **Standards 4-9** | Invite a police officer or sheriff to work with students on handcuffing, traffic stop safety, and critical incidents.
- **Standards 10-13** | Visit a 911 call center and have students speak with dispatchers about emergency services communications.
- **Standards 14-19** | Visit a local court and have various members of the court work group speak to students.
- **Standards 20-21** | Invite a criminal attorney or paralegal to speak to the students about constitutional amendments and landmark court cases.
- **Standards 22-23** | Visit a local jail that has programs for students, or invite a parole or probation officer to speak with the students about sentencing.

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

Course Description

Criminal Justice I is the first course in *Criminal Justice and Correction Services* program of study. It serves as a comprehensive survey of how the law enforcement, legal, and correctional systems interact with each other in the United States. Upon completion of this course, proficient students will understand the context of local, state, and federal laws, the concepts of crime control and the judicial process, and the importance of communications and professionalism in law enforcement.

Program of Study Application

This is the first course in the *Criminal Justice and Correction Services* program of study. For more information on the benefits and requirements of implementing these programs in full, please visit the Law, Public Safety, Corrections, & Security website at <https://www.tn.gov/education/career-and-technical-education/career-clusters/cte-cluster-law-public-safety.html>.

Course Standards

Criminal Justice System

- 1) Explore the history and development of the three areas of the criminal justice system- (1) law enforcement, (2) legal services, and (3) corrections. Compare and contrast the interrelatedness of the three areas of the Criminal Justice system. Include :
 - a. The organization of each area
 - b. The challenges and responsibilities of each area
 - c. The careers supporting each area including a brief description of each career
- 2) Describe the three types of law enforcement: local, state, and federal. Provide the following information for each type:
 - a. Description of each type; i.e., local, state, and federal
 - b. List of agencies included in each type
 - c. Responsibilities of each type
 - d. Role in emergency preparedness response and recovery
- 3) Evaluate reasons why the juvenile system separated from the adult legal system. Explain the structure and processes of the juvenile detention system including arrest procedures, intake, pretrial diversion and transfer to adult court. Summarize the efforts underway in the state to address the problem of graduated sanctions, and evaluate the effectiveness of such efforts to date.

Law Enforcement and the Public

- 4) Evaluate the impact of various types of crime on individuals and communities including cost and psychosocial effects. Using local, state and federal statistics, determine trends and patterns in both juvenile and adult criminal activity and related problems.
- 5) Summarize the value of ethics, confidentiality, character and credibility for law enforcement careers. Justify the importance of personal traits such as integrity, respect, responsibility,

confidentiality, and ethical behavior in the workplace and the impact they can have on career success.

- 6) Describe the law enforcement/public safety agency role in saving lives and the protection of lives and property. Anticipate how this role can cause stress for an officer and why physical fitness and proper nutrition are critical for officers and emergency responders.
- 7) Compare and contrast the fundamental features of civil and criminal issues within law enforcement. Connect each feature to actions an officer might use in the line of duty. Include a discussion of civil and criminal issues for officers related to their social media use/misuse.
- 8) Examine the chain of command as it pertains to law enforcement leadership and officer responsibilities differentiating the leadership qualities and roles at each level. Identify and distinguish the impact of police sub-cultures. Make generalizations about roles and leadership expectations for each position and include the characteristics and benefits of teamwork, leadership, and citizenship that apply to community, workplace and school settings.
- 9) Demonstrate the following techniques along with describing the rationale behind key concepts. May use the SkillsUSA criminal justice competition standards and competencies as a guideline:
 - a. Proper handcuffing
 - b. Traffic stop safety
 - c. Response to critical incidents such as domestic abuse, serious/fatal injury, wrecks, suicides, etc.

Communication and Critical Thinking

- 10) Define communication and explain the differences in verbal and non-verbal communication. Describe the specific skills required of law enforcement officials in order to effectively communicate and interact with all individuals, including those with limited English proficiency, demonstrating sensitivity to cultural differences and other potential barriers to communication. Research the Americans with Disabilities Act (ADA) guidelines for law enforcement and demonstrate effective communication practices with persons of different ages and characteristics.
- 11) Analyze and practice asking significant questions to clarify various points of view. Demonstrate the use of inductive and deductive reasoning and questioning to solve predictable and unpredictable work-related problems.
- 12) Demonstrate a variety of appropriate and effective methods of communicating with the public, including techniques such as professional demeanor, active listening, empathy, projecting a confident tone of voice, paraphrasing, and the proper use of nonverbal body language. Identify different types of non-verbal communication skills such as body language and micro expressions. Demonstrate these skills in a peer interview setting. Articulate changes in body language and micro expressions in a brief observation report.

- 13) Analyze critical thinking and problem solving skills used to manage emergency situations. In a simulated emergency response situation, utilize written, electronic, and verbal communication skills while applying critical thinking and problem resolution.

The Judicial Process

- 14) Analyze the similarities, differences, and interactions between local, state, and federal court systems.
- 15) Differentiate all work groups within the local or state court systems required to conduct a criminal trial and a civil trial. Compare and contrast the members of a court work group including judge, prosecutor, defense attorney, bailiff, clerk, and jury. Identify and explain the stages of a criminal trial, and include the roles and authority of the workgroups in each stage.
- 16) Analyze and summarize various pre-trial activities including:
 - a. Pretrial motions
 - b. Plea bargaining
 - c. Bail bonds
 - d. Arraignments/initial appearance
 - e. Grand jury
 - f. Preliminary hearings
- 17) Assess and describe the importance of physical and testimonial evidence, chain of custody, and witness testimony. Explain how evidence is obtained, and the issues surrounding admissibility. Connect this information to an officer's preparation for appearing in court.
- 18) Compare and contrast the burden of proof strategies used by the prosecution and defense. Survey court transcripts and identify strategies used by the prosecution and defense pointing out strategies and their relationship to the verdict.
- 19) Research landmark juvenile cases and the rights of juveniles. Use research findings to communicate the similarities and differences between the juvenile justice system and the adult system. Discuss pros and cons of each system.

Crime Control, Due Process and the Constitution

- 20) Examine the crime control and due process models of criminal justice and how they relate, connecting their application to the concepts of crime, victimization, and criminal behavior along with the powers and restrictions that pertain to law enforcement. Address the significance of the Broken Windows Theory as it relates to criminal behavior.
- 21) Explore the rights of the accused guaranteed by the United States Constitution in Amendments 1, 4, 5, 6, 7, 8 and 14. Review the following cases and determine effects on law enforcement policy, and corrections policy (search and seizure, exclusionary rule, Miranda,

and rights of incarcerated individuals). Summarize the processing of an offender through the criminal justice system citing laws, procedures, and policies that protect the offender's rights.

- a. Gideon v. Wainwright
- b. Miranda v. Arizona
- c. Tinker v. Des Moines
- d. Mapp v Ohio
- e. Terry v Ohio
- f. Katz v United States
- g. New Jersey v TLO
- h. In re Gault
- i. In re Winship
- j. Kent v U.S.
- k. Roper v Simmons
- l. Tennessee v Garner
- m. Escobedo v Illinois
- n. U.S. v Carroll
- o. Arizona v Gant

Sentencing and Corrections

22) Summarize the evolution of corrections in America from the Colonial Period to the current century. Evaluate the sentencing guidelines for misdemeanors and felonies in Tennessee , and explore various types of punishments legislated by the Public Safety Act of 2016. Research state data to determine sentencing rates and the related rehabilitation and recidivism rates for each of the following:

- a. Imprisonment
- b. Fines
- c. Probation
- d. Graduated sanctions
- e. Community corrections
- f. Capital Punishment
- g. Alternative programs

23) Compare and contrast prisons and jails along with the working environment of each. Evaluate prison management systems and corrections officers' obligations under the law. Include a discussion of deliberate indifference and prisoners' rights.

Standards Alignment Notes

*References to other standards include:

- P21: Partnership for 21st Century Skills [Framework for 21st Century Learning](#)
 - Note: While not all standards are specifically aligned, teachers will find the framework helpful for setting expectations for student behavior in their classroom and practicing specific career readiness skills.
- *Building Trust Between the Police and the Citizens They Serve*. (2007). Retrieved from U.S. Department of Justice, Office of Community Oriented Policing Services: <http://www.theiacp.org/portals/0/pdfs/buildingtrust.pdf>