

Criminal Justice I

Primary Career Cluster:	Law, Public Safety, Corrections, & Security
Consultant:	Sloan Hudson, (615) 532-2839, Sloan.Hudson@tn.gov
Course Code(s):	5987
Prerequisite(s):	<i>None</i>
Credit:	1
Grade Level:	9-10
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.
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/ Tracy Whited, (615) 532-2804, Tracy.Whithead@tn.gov
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
Available Student Industry Certifications:	None
Dual Credit or Dual Enrollment Opportunities:	There are no known dual credit/dual enrollment opportunities for this course. If interested in developing, reach out to a local postsecondary institution to establish an articulation agreement.
Teacher Endorsement(s):	590, 750
Required Teacher Certifications/Training:	
Teacher Resources:	https://www.tn.gov/education/career-and-technical-education/career-clusters/cte-cluster-law-public-safety.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 four areas of the Criminal Justice system: law enforcement, legal services, corrections, and private security. Create an annotated timeline that includes the development of each area and the development of the technology used in each area.
- 2) Design a diagram of the interrelatedness of the four areas of the Criminal Justice system. Include:
 - a. a list of careers supporting each area,
 - b. a brief description of each career, and
 - c. an analysis of the challenges and responsibilities of each area.

Law Enforcement and the Public

- 3) 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. Produce a policy and procedure manual in which the roles and leadership expectations are outlined for each position and include a section outlining the characteristics and benefits of teamwork, leadership, and citizenship that apply to community, workplace, and school settings.
- 4) Evaluate the impact of ethics, confidentiality, character, and credibility on 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.
- 5) 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.



- 6) 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.
- 7) Outline local, state, and federal law enforcement in the United States that includes for each level:
 - a. description,
 - b. list of agencies,
 - c. responsibilities, and
 - d. role in emergency preparedness response and recovery.

Communication and Critical Thinking

- 8) 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. Create a training artifact outlining the plan to be used by new criminal justice employees.
- 9) 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.
- 10) 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.
- 11) Research de-escalation techniques and their application in various settings. Demonstrate the techniques using role-play. Create a list of possible school based conflicts and discuss how de-escalation techniques could be applied to each.



- 12) 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

- 13) Identify and differentiate the members of a court work group including, but not limited to: judge, prosecutor, defense attorney, bailiff, clerk, and jury. Analyze the similarities, differences, and interactions between local, state, and federal court systems, and develop an organizational chart of all work groups within the court systems required to conduct a criminal trial and a civil trial. Create a visual depiction of the stages of a criminal trial that includes the roles and authority of the workgroups in each stage.
- 14) Analyze various pre-trial activities including:
- pretrial motions,
 - jury selection,
 - plea bargaining,
 - bail bonds,
 - arraignments/initial appearance,
 - grand jury, and
 - preliminary hearings.
- 15) Communicate in a clear and coherent narrative, the importance of physical and testimonial evidence, chain of custody, and witness testimony. Explain how evidence is obtained and the issues surrounding admissibility.
- 16) 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.

Crime Control, Due Process and the Constitution

- 17) Examine the crime control and due process models of criminal justice and how they relate, examining 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.



- 18) Explore the rights of the accused guaranteed by the United States Constitution in Amendments 1, 4, 5, 6, 7, 8, and 14. Review and defend landmark cases and determine effects on law enforcement policy and corrections policy (search and seizure, exclusionary rule, Miranda, and rights of incarcerated individuals). Create a flow chart to depict the processing of an offender through the criminal justice system citing laws, procedures, and policies that protect the offender's rights.

Sentencing and Corrections

- 19) Summarize the evolution of corrections in America from the Colonial Period to the current century. Create an annotated timeline or infographic that identifies milestones in the industry that led to today's corrections institutions. Explore various types of punishments legislated by the Public Safety Act of 2016. Research state data to determine sentencing rates related to:
- imprisonment,
 - finer,
 - probation,
 - graduated sanctions,
 - community corrections,
 - capital punishment, and
 - alternative programs.
- 20) Evaluate the sentencing guidelines for misdemeanors and felonies in Tennessee. Illustrate sentencing practices using Tennessee Department of Correction data for the top three most commonly occurring offenses in at least three misdemeanor and three felony classes.
- 21) Research community sanctions used as sentencing options. Describe each and examine their roles as they relate to rehabilitation and recidivism. Organize the information into a visual, oral, and/or written presentation citing examples from actual cases.
- 22) 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.



Juvenile Justice

- 23) 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. Develop an argumentative essay on the efforts underway in the state to address the problem of graduated sanctions, and evaluate the effectiveness of such efforts to date by developing appropriate claim(s) and counterclaim(s).
- 24) 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 in a classroom debate or an oral presentation.

The following artifacts will reside in the student's portfolio:

- annotated timeline,
- policy and procedure manual,
- training artifact,
- stages of the criminal trial, and
- graduated sanctions essay.

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>