



# Criminal Justice II

<b>Primary Career Cluster:</b>	Law, Public Safety, Corrections, & Security
<b>Course Contact:</b>	<a href="mailto:CTEStandards@tn.gov">CTEStandards@tn.gov</a>
<b>Course Code(s):</b>	C30H01
<b>Prerequisite(s):</b>	<i>Criminal Justice I</i> (C30H00)
<b>Credit:</b>	1
<b>Grade Level:</b>	10-11
<b>Focused Elective Graduation Requirements:</b>	This course satisfies one of three credits required for an elective focus when taken in conjunction with other Law, Public Safety, Corrections, & Security courses.
<b>POS Concentrator:</b>	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.
<b>Programs of Study and Sequence:</b>	This is the second course in the <i>Criminal Justice and Correction Services</i> program of study.
<b>Aligned Student Organization(s):</b>	SkillsUSA: <a href="https://www.skillsusatn.org/">https://www.skillsusatn.org/</a>
<b>Coordinating Work-Based Learning:</b>	Teachers are encouraged to use embedded WBL activities such as informational interviewing, job shadowing, and career mentoring. For information, visit <a href="https://www.tn.gov/education/educators/career-and-technical-education/work-based-learning.html">https://www.tn.gov/education/educators/career-and-technical-education/work-based-learning.html</a>
<b>Promoted Tennessee Student Industry Credentials:</b>	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 <a href="https://www.tn.gov/education/educators/career-and-technical-education/student-industry-certification.html">https://www.tn.gov/education/educators/career-and-technical-education/student-industry-certification.html</a>
<b>Teacher Endorsement(s):</b>	590, 750
<b>Required Teacher Certifications/Training:</b>	None
<b>Teacher Resources:</b>	<a href="https://www.tn.gov/education/educators/career-and-technical-education/career-clusters/cte-cluster-law-public-safety.html">https://www.tn.gov/education/educators/career-and-technical-education/career-clusters/cte-cluster-law-public-safety.html</a>  Best for All Central: <a href="https://bestforall.tnedu.gov/">https://bestforall.tnedu.gov/</a>

## Course at a Glance

CTE courses provide students with an opportunity to develop specific academic, technical, and 21<sup>st</sup> 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 <https://www.skillsusatn.org/>.

### 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 1-4** | Visit the Tennessee Law Enforcement Academy or a local law enforcement academy for a tour and to hear presentations about the components of physical and psychological health and well-being for criminal justice professionals.
- **Standards 5-6** | Invite a police officer or sheriff to work with students on de-escalation techniques.
- **Standards 7-12** | Invite local law enforcement officers to work with students to prepare them for SkillsUSA criminal justice competitions.
- **Standards 13-18** | Visit a local court and have various members of the court work group speak to students.
- **Standards 19-22** | Virtually interview a law enforcement officer about DUI laws and procedures.
- **Standard 23** | Have students work with a corrections partner to compile information about prison over-crowding, probation officer caseload increases, use of evidence-based practices, and the changing landscape of community corrections.

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

## Course Description

Criminal Justice II is the second course in the *Criminal Justice and Correction Services* program of study. Upon completion of this course, proficient students will understand the impact of the constitution on law enforcement, law enforcement and police procedures, alcohol and beverage laws, sentencing, and the importance of communications and professionalism in law enforcement.

## Program of Study Application

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

## Course Standards

### Careers, Professionalism & Ethics

- 1) Prepare a career profile for at least one occupation in each of the following career areas: law enforcement, probation, parole, corrections and security. Use print, online, and/or personal interview sources to capture at minimum the following:
  - a. Job description
  - b. Essential knowledge and skills needed for the career
  - c. Program or path of study to reach occupational goals, beginning with high school and proceeding through postsecondary and/or military options
  - d. Licensure and credentialing requirements
  - e. Non-educational job requirements such as physical fitness tests, minimum age, polygraph and background checks, and psychological evaluations
  - f. Resume writing
- 2) Defend the importance of strong community relations and support the need for diversity among police officers in local precincts. Analyze how elements of the community system interact with each other to increase the law enforcement/community bond. Use situational management concepts to find optimal resolutions for real-world scenarios.
- 3) Survey components of physical and psychological health and well-being for criminal justice professionals. Evaluate the Tennessee Law Enforcement Training Academy fitness requirements and prioritize components of nutrition, strength and agility, psychological health and lifetime fitness as they relate to optimum performance for law enforcement officers.
- 4) Discuss the importance of professionalism and proper ethical decision making that applies to various criminal justice careers. Include a discussion of rules and regulations used to instill professional and ethical behavior by individuals employed in the various sectors of the criminal justice system to include the sharing of confidential information by these individuals.

## **Communication and Critical Thinking**

- 5) Demonstrate effective communication in various situations. Relate the ideas and concepts of both verbal and written communication with suspects, victims, general public, other officers, and court affiliates. Demonstrate skills required for dispatcher/emergency communication along with the skill of taking notes from a verbal narrative.
- 6) Apply appropriate problem-solving strategies and critical-thinking skills to work-related issues and tasks using conflict-resolution, anger-management skills, escalation/de-escalation techniques, and procedures to resolve problems. Research emergency response and create an emergency response plan, then role play the implementation of the response plan using the above skills and criminal justice vocabulary.

## **Law Enforcement and Police Procedure**

- 7) Identify compliance issues facing public security professionals in various agencies from private security to local, state, and federal law enforcement agencies including:
  - a. The importance of the private security and public safety Code of Ethics.
  - b. The need to comply with department policy and federal guidelines.
  - c. The importance of a daily individual patrol and location action plan.
  - d. Liability of individuals in private and public security
- 8) 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. High risk traffic stop safety
  - b. Building search and clearing (may be done virtually)
  - c. Search of persons (frisk vs search)
  - d. Basic self-defensive tactics (may be done virtually)
  - e. Road side interview techniques
  - f. Basic response to calls for service
  - g. Basic First Aid and CPR overview
  - h. Techniques for restraining individuals without violating their individual rights.
- 9) Demonstrate proper techniques for searching, measuring, and sketching a crime scene. Summarize the most common types of physical evidence, collection methods, proper packaging techniques, and chain of custody documentation.
- 10) Compare and contrast the roles and responsibilities of parole and probation officers with that of law enforcement officers in relation to search and seizure. Explain how evidence collected by the parole/probation officer might be used in court. Research cases such as *Dulin v. State of Indiana* and determine how the exclusionary rule was applied in each case.
- 11) Compare sources of information such as UCR, NIBRS, and NCVS that are used for analyzing statistics which include calls for service, incident reports, field interview cards, investigative reports, supplemental reports, interviews, surveys, questionnaires, and city planning and

demographic information. Review the TBI's annual Crime in Tennessee reports as a comparison to the UCR, NIBRS, and NCVS. Utilize the information to determine trends, patterns and impact

- 12) Investigate current national and global issues concerning terrorism and homeland security citing policies related to each. Understand the role of cyber-security professionals within the homeland defense community and the methods and techniques used to combat public and private cyber-attacks. Describe public safety agencies roles in :
  - a. preventing terrorism,
  - b. enhancing security,
  - c. managing border security,
  - d. securing cyberspace,
  - e. preparing for and responding to rallies and protests, and
  - f. preparing for and responding to emergencies and disasters.

### **Law and the Constitution**

- 13) Summarize the six types of laws (criminal, civil, case, administrative, statutory, common), and discuss the purpose of each. Draw connections between sample laws for each type. Connections may include but are not limited to:
  - a. relevant legal concepts such as burden of proof
  - b. applicable defenses
  - c. punishments
- 14) Analyze various trial procedures including, but not limited to:
  - a. Choosing a Jury
  - b. Opening Statements
  - c. Witness Testimony and Cross-Examination
  - d. Closing Arguments
  - e. Jury Instruction
  - f. Jury Deliberation and Verdict
- 15) In the context of crime control and due process, analyze constitutional impacts on law enforcement and correctional officers' duties including a range of constitutional issues such as interviews, interrogations, arrests, and detainment. Analyze and discuss the constitutional limits on law enforcement agencies including the laws of arrest, search and seizure, admission of evidence, and confessions. Apply constitutional interpretation to specific fact based scenarios in law enforcement as they relate to these concepts.
- 16) Compare and contrast interrogation techniques used by law enforcement personnel. Summarize the planning and execution of an interview/interrogation using techniques and topics such as neurolinguistic programming; rapport building; questioning; and documenting the interviews and interrogations while maintaining the constitutional rights of suspects and victims.
- 17) Summarize standards of proof and their application to adult and juvenile cases. Synthesize information in a mock investigation combined with relevant common and statutory law to

create a warrant application that demonstrates probable cause. Survey court transcripts and verify the reasonableness of searches and seizures as interpreted by the 4th Amendment.

- 18) Describe the criminal process, and the types of criminal defenses related to the situation in which each is used. Use appropriate legal terminology including, but not limited to mens rea, actus reus, mala prohibita, and mala in se.

### **Alcohol and Beverage Laws**

- 19) Define alcoholic beverages and differentiate between legal and illegal alcohol sales. Cite state laws to support analysis of the differences. Investigate organizations that have formed over the past century to combat the negative effects of alcohol abuse in teens and adults. Relate how legislation and law enforcement practices have changed due to the efforts of these organizations.
- 20) Research laws and procedures utilized by law enforcement to address offenses for driving while intoxicated and driving under the influence including traffic accident investigation, accident report writing, accident reconstruction, and scene mapping technology such as Total Station.
- 21) Survey the National Highway Traffic and Safety Administration (NHTSA) safety desk book for guidelines related to alcohol and drug-impaired driving. Differentiate driving under the influence and distracted driving/texting using NHTSA information.
- 22) Analyze the elements of criminal acts according to Tennessee laws, including Alcoholic Beverage Code, Family Code, Penal Code, Health and Safety Code, and Criminal Code of Procedure; define crime categories and respective punishments according to the Tennessee Code Annotated.

### **Corrections**

- 23) Research and summarize concepts surrounding prison life and daily operations in a correctional facility including but not limited to:
  - a. The booking process
  - b. Taking fingerprints on a 10-print card
  - c. The prison classification system
  - d. Contemporary issues such as
    - i. Prison over-crowding
    - ii. Growing caseloads for probation officers
    - iii. Use of evidence-based practices
    - iv. The changing landscape of community corrections.

## 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.