



Criminal Justice II

Primary Career Cluster:	Law, Public Safety, Corrections, & Security
Consultant:	Sloan Hudson, (615) 532-2839, Sloan.Hudson@tn.gov
Course Code(s):	5988
Prerequisite(s):	<i>Criminal Justice I</i> (5987)
Credit:	1
Grade Level:	10-11
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 second course in the <i>Criminal Justice and Correction Services</i> program of study.
Aligned Student Organization(s):	SkillsUSA: https://www.skillsusatn.org/ Tracy Whitehead, (615) 532-2804, Tracy.Whitehead@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 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/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; and
 - e. non-educational job requirements such as physical fitness tests, minimum age, polygraph and background checks, and psychological evaluations.
- 2) Survey components of physical and psychological health and well-being for criminal justice professionals. Design and implement a personal plan for achieving and maintaining an acceptable level of nutrition, strength and agility, psychological health, and a lifetime fitness mindset.
- 3) 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

- 4) 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 using radio and data communication along with the skill of taking notes from a verbal narrative.



- 5) Defend the importance of strong community relations. Analyze how elements of the community system interact with each other and create a community outreach program to increase the law enforcement/community bond. Assess real-world scenarios by interpreting information and use situational management concepts to find optimal resolutions for conflicts.
- 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, and 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, and
 - d. liability of individuals in private and public security.
- 8) Using the SkillsUSA criminal justice competition requirements, demonstrate the following techniques:
 - a. proper handcuffing,
 - b. traffic stop safety,
 - c. high-risk traffic stop safety,
 - d. building search and clearing (may be done virtually),
 - e. search of persons (frisk vs search),
 - f. basic self-defensive tactics (may be done virtually),
 - g. road side interview techniques,
 - h. basic response to calls for service,
 - i. basic First Aid and CPR overview, and
 - j. techniques for restraining individuals without violating their individual rights.
- 9) Demonstrate proper techniques for evidence collection including packaging and initiation of chain of custody during a systematic search of a simulated crime scene. Create a visual outlining the most common types of physical evidence, collection methods, proper packaging techniques, and chain of custody documentation.



- 10) 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.

Law and the Constitution

- 11) Summarize the six types of laws (criminal, civil, case, administrative, statutory, common), and discuss the purpose of each. Develop a graphic organizer to draw connections among sample laws for each type, relevant legal concepts such as burden of proof, and applicable defenses and punishments.
- 12) 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.
- 13) Compare and contrast interrogation techniques used by law enforcement personnel. Demonstrate in a role-play scenario interrogation techniques such as rapport building, questioning, and documenting the interviews and interrogations while maintaining the constitutional rights of suspects and victims.
- 14) 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 Fourth Amendment.
- 15) Create an informative product for the accused which describes 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

- 16) 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.
- 17) Research laws and procedures utilized by law enforcement to address offenses for driving while intoxicated and driving under the influence. Compile the research into an oral, visual, or digital presentation, citing landmark cases upholding these laws.
- 18) Survey the National Highway Traffic and Safety Administration (NHTSA) safety desk book for guidelines related to alcohol and drug-impaired driving. Create a public service announcement addressing both driving under the influence and distracted driving/texting using NHTSA information and present it to other students at the school/the student body.

Corrections

- 19) Evaluate the booking and classification system involved in placing inmates in a correctional facility. Develop an understanding regarding prison life and daily operations in a correctional facility then create an informational artifact as a guide for civilians.
- 20) Review the Public Safety Act of 2016. Differentiate parole, probation, intermediate sanctions, graduated sanctions, and community corrections. Define each term and explain the interrelationship of the concepts, addressing both law enforcement and social issues in criminal justice. Debate contemporary issues in the field including prison over-crowding, growing caseloads for probation officers, use of evidence-based practices, and the changing landscape of community corrections.

Statistics and Trends

- 21) Describe public safety agency roles in preventing terrorism, enhancing security, managing border security, securing cyberspace, and preparing for and responding to emergencies and disasters. 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.



- 22) 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
- 23) Evaluate the impact of various types of crime based on cost, the social or psychological effect it has on individuals, and the impact it has upon the entire neighborhood or community. Using local, state and federal statistics, determine trends and patterns in both juvenile and adult criminal activity and related problems.

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

- career profiles,
- most common types of physical evidence visual,
- organizer of types of law,
- criminal process informative product, and
- family corrections artifact.

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.