

Standards and Competencies for Criminal Justice I (Course # 5330)

	Begin-End Yr
Standard 1 - Students will evaluate career opportunities and career paths within criminal justice careers	2009 -
1.1 - Explain the titles, roles, and functions of individuals engaged in criminal justice careers	2009 -
1.2 - Investigate employment and entrepreneurial opportunities	2009 -
1.3 - Evaluate personal characteristics required for working in criminal justice careers	2009 -
1.4 - Investigate post-secondary education, professional organizations, trade publications, and web sites appropriate for continuing education.	2009 -
Standard 2 - Students will demonstrate knowledge of the three branches of government as they relate to criminal justice careers.	2009 -
2.1 - Link the development of common law as it applies to criminal justice careers	2009 -
2.2 - Identify the various components of the criminal justice field.	2009 -
2.3 - Summarize the historical development of criminal justice in the United States	2009 -
Standard 3 - Students will examine the impact of current and emerging technology on criminal justice careers	2009 -
3.1 - Examine current technological processes used in criminal justice programs	2009 -
3.2 - Examine future technological changes in criminal justice career disciplines	2009 -
Standard 4 - Students will differentiate between the juvenile and adult legal systems	2009 -
4.1 - Evaluate the juvenile justice organization	2009 -
4.2 - Evaluate the adult legal system.	2009 -
4.3 - Discuss the influence of parents and other important family associates on the juvenile offender	2009 -
4.4 - Compare juvenile and adult offenses.	2009 -
4.5 - Explain juvenile justice terms.	2009 -
4.6 - Identify types of delinquent behavior in a case study.	2009 -
Standard 5 - Students will compare the different levels of courts in the United States	2009 -
5.1 - Analyze the federal and state court systems.	2009 -
5.2 - Identify various state and local criminal courts in Tennessee	2009 -
5.3 - Describe the types of cases the United States Supreme Court decides to hear.	2009 -
5.4 - Identify two main considerations of the United States Supreme Court in deciding to hear a case	2009 -
5.5 - Examine options the United States Supreme Court has when rendering a decision	2009 -
5.6 - Evaluates local or state criminal activity reported in the media which could lead to a review by the State Supreme Court.	2009 -
Standard 6 - Students will demonstrate knowledge of the impact of human behavior on the criminal justice careers	2009 -
6.1 - Examine law enforcement skills that facilitate successful citizen contact	2009 -
6.2 - Analyze remedies for poor human relations in criminal justice careers	2009 -
6.3 - Identify sources of work stress in criminal justice careers.	2009 -
6.4 - Identify stress management techniques.	2009 -
Standard 7 - Students will compare and contrast the differences in federal, state, and local legal systems	2009 -
7.1 - Categorize tasks of law enforcement officers.	2009 -
7.2 - Summarize the historical development of law enforcement in the United States	2009 -
7.3 - Evaluate federal, state, and local law enforcement agencies	2009 -
7.4 - Examine the relationship between local, state and federal laws	2009 -
Standard 8 - Students will demonstrate their knowledge of the correctional system in the United States	2009 -
8.1 - Examine crime and punishment prior to the Middle Ages	2009 -
8.2 - Examine crime and punishment through the 1800s.	2009 -
8.3 - Investigate the development of the penal system in the United States	2009 -
Standard 9 - Students will examine the basic principles and concerns of safety as they relate to law enforcement, the courts, and the correctional systems.	2009 -
9.1 - Distinguish between safety rules, policies, and procedures	2009 -
9.2 - Examine reasons for compliance with safety rules.	2009 -
9.3 - Identify sources of safety guidelines.	2009 -
9.4 - Assess situations where proper safety techniques lessen injury risk.	2009 -
Standard 10 - Students will examine the role of physical and mental health in the criminal justice careers	2009 -
10.1 - Assess the impact of personal health practices and behaviors of criminal justice professionals	2009 -
10.2 - Examine physical fitness as a requirement for criminal justice occupations	2009 -
10.3 - Certify in American Red Cross standards for first aid and CardioPulmonary Resuscitation (CPR)	2009 -
Standard 11 - Students will analyze the interworkings of the judicial system	2009 -
11.1 - Analyze the differences in criminal law and civil law	2009 -
11.2 - Describe terms related to corrections.	2009 -
11.3 - Differentiate between felonies and misdemeanors	2009 -
11.4 - Incorporate courtroom terminology into classroom activities.	2009 -
11.5 - Investigate rank and/or title of various professionals in criminal justice careers	2009 -
11.6 - Incorporate major constitutional and procedural criminal law terms into the language of the classroom	2009 -
Standard 12 - Students will analyze landmark United States Supreme Court cases	2009 -
12.1 - Examine the importance of case law in setting standards for law enforcement officials	2009 -
12.2 - Analyze the development of procedural law by examining six United States Supreme Court decisions	2009 -
12.3 - Explain the use of the exclusionary rule as it pertains to the state courts in Mapp v. Ohio	2009 -
12.4 - Analyze issues related to the allowance of evidence at trial	2009 -

	12.5 - Analyze the effect of <i>Mirada v. Arizona</i> on law enforcement officers	2009 -
Standard 13	- Students will demonstrate leadership, citizenship, and teamwork skills required for success in the school, community, and workplace.	
	13.1 - Cultivate positive leadership skills.	2009 -
	13.2 - Participate in SkillsUSA as an integral part of classroom instruction	2009 -
	13.3 - Assess situations and apply problem-solving and decision-making skills within the school, community, and workplace.	2009 -
	13.4 - Demonstrate the ability to work cooperatively with others.	2009 -
Standard 14	- Students will perform safety examinations and maintain safety records	2009 -
	14.1 - Pass with 100percent accuracy a written examination relating specifically to Criminal Justice I safety issues	2009 -
	14.2 - Pass with 100percent accuracy a performance examination relating specifically to Criminal Justice I tools and equipment.	2009 -
	14.3 - Maintain a portfolio record of written safety examinations and equipment examinations for which the student has passed an operational checkout by the instructor.	2009 -