**COURSE OUTCOME:**

* **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.

* **Link to local curriculum, state standards, and/or competencies**

[**https://www.tn.gov/education/career-and-technical-education/career-clusters/cte-cluster-law-public-safety.html**](https://www.tn.gov/education/career-and-technical-education/career-clusters/cte-cluster-law-public-safety.html)

**INSTRUCTION:**

* **Topics/Competencies/Skills Covered (use the term that best applies to your content area and course)**

Students will be able to:

* Students will evaluate career opportunities and career paths within criminal justice careers.
* Students will demonstrate knowledge of the three branches of government as they relate to criminal justice careers.
* Students will examine the impact of current and emerging technology on criminal justice

careers.

* Students will differentiate between juvenile and adult legal systems.
* Students will compare the different levels of courts in the United States.
* Students will demonstrate knowledge of the impact of human behavior on criminal justice careers.
* Students will compare and contrast the differences in federal, state and local legal systems.
* Students will demonstrate their knowledge of the correctional system in the United States.
* Students will examine the basic principles and concerns of safety as they relate to law enforcement, the courts, and the correctional systems.
* Students will examine the role of physical and mental health in criminal justice careers.
* Students will analyze the inter-workings of the judicial system.
* Students will analyze landmark United States Supreme Court cases.
* Students will perform safety examinations and maintain safety records.
* Students will demonstrate leadership, citizenship and teamwork skills required for

success in the school, community, and workplace.

* **General Pacing**

Tests and quizzes will be administered at the end of each unit. Additionally projects will be assigned to aid in learning complex legal topics.

* **Materials Needed**

Three ring binder, hand sanitizer

* **Fees**

*Class donation is $15*

* **Resources**
* ***School-based*:**
* Criminal Justice Today, An Introductory Text for the 21st Century, eight edition, by Frank Schmalleger; Prentice Hall, 2005.
* **Outside**:
* American Justice – Death Penalty
* American Justice – Juvenile Justice
* America’s Serial Killers
* Catch Me If You Can
* COPS – various episodes
* Live PD
* Blue TV on YouTube
* CSI
* Criminal Minds
* NCIS
* The Bone Collector
* The Green Mile
* The History Channel – various titles
* National Geographic
* Contagion
* Twelve Angry Men
* Fracture various scenes
* What We Saw – The Events of September 11, 2001.
* \*\*\*Please be advised that the list of outside resources may change.
* Various guest speakers from different criminal justice careers, such as Knox County Sheriff’s Office, Knoxville Police Department, Federal Bureau of Investigation, etc.
* ***If you do not approve of a specific resource listed in this syllabus, please make your request to me in writing and an alternative assignment and/or materials will be provided. The request should include your name, the child's name, the specific activity/materials in which you do not want your child to participate or to which you do not want them exposed, and the nature of your objection.***
* **Safety Procedures**

Students will follow directions in the classroom and lab at all times. Unsafe behavior or distractions will not be tolerated.As this is criminal justice and law enforcement, topics of interests covered may be graphic, detailed and have adult content in nature. Additionally, students will participate in handcuffing techniques, defensive tactics, and physical control techniques that will include, but is not limited to, being handcuffed by other students as the performance skill is practiced. **If you feel that you would prefer that your child not partake in the certain activities, please make your request to me in writing as stated above.**

**ASSESSMENT:**

* **Expectations/Skills/Competencies(use the term that best applies to your content area and course)**
* Explain the titles, roles, and functions of individuals engaged in criminal justice careers.
* Investigate employment and entrepreneurial opportunities.
* Evaluate personal characteristics required for working in criminal justice careers.
* Investigate post-secondary education, professional organizations, trade publications, and web sites appropriate for continuing education.
* Link the development of common law as it applies to criminal justice careers.
* Identify the various components of the criminal justice career field.
* Summarize the historical development of criminal justice in the United States.
* Examine current technological processes used in criminal justice careers programs.
* Examine future technological changes in criminal justice disciplines.
* Evaluate the juvenile justice organization.
* Evaluate the adult legal system.
* Discuss the influence of parents and other important family associates on the juvenile offender.
* Compare juvenile and adult offenses.
* Explain juvenile justice terms.
* Analyze the federal and state court systems.
* Identify various state and local criminal courts in Tennessee.
* Describe the types of cases the United States Supreme Court decides to hear.
* Identify two main considerations of the United States Supreme Court in deciding to hear a case.
* Examine options the United States Supreme Court has when rendering a decision.
* Examine law enforcement skills that facilitate successful citizen contact.
* Identify sources of work stress in criminal justice careers.
* Identify stress management techniques.
* Categorize tasks of law enforcement officers.
* Evaluate federal, state, and local law enforcement agencies.
* Examine the relationship between local, state and federal laws.
* Investigate the development of the penal system in the United States.
* Assess situations where proper safety techniques lessen injury risk.
* Assess the impact of personal health practices and behaviors of criminal justice professionals.
* Examine physical fitness as a requirement for criminal justice career occupations.
* Analyze the differences in criminal law and civil law.
* Describe terms related to corrections.
* Differentiate between felonies and misdemeanors.
* Incorporate courtroom terminology into classroom activities.
* Investigate rank and/or title of various professionals in criminal justice careers.
* Incorporate major constitutional and procedural criminal law terms into the language of the classroom.
* Examine the importance of case law in setting standards for law enforcement officials.
* Explain the use of the exclusionary rule as it pertains to the state courts in Mapp v. Ohio.
* Analyze the effect of Mirada v. Arizona on law enforcement officers.
* Assess situations and apply problem-solving and decision-making skills within the school,

Community and workplace.

* **Grading Policy/Rubrics**

Grades will be determined on a percentage of the total points possible from quizzes, tests, projects, notebook, performance tasks, class participation, and final exam (25%)

GHS and Knox County grading scale is:

A= 93-100, B= 85-92, C= 75-84, D= 70-74, F= 69 and below.

\*\*\*\*Rubrics for project will be provided to students when assigned.

* **Explanation of Assignments & Projects**

There is only one class set of textbooks, so most assignments will be assigned in class. If students do not finish their assignments, then they are expected to complete them at home. A limited number of can be “checked out” for home use, but must be returned the following day.

Projects will be assigned as part of certain units to aid in learning complex criminal justice topics. A written copy of the directions and grading procedure will be provided at the time projects are assigned.

* **Make-Up Work Policy/Late Work Policy**

All work must be turned in upon the due date. Make-up work must be requested by the student and turned in within three days of returning to school. Failure to have assignments in class on the day and time that they are due will result in no credit.

* **Portal Post Policy**

One way in which I am able to communicate with the student and parent is through Parent Portal. In order to give timely feedback, I will update grades at least once per week.

**GENERAL EXPECTATIONS:**

* **Students:**
* **Attendance Policy**

Students are expected to arrive on time to class. The school policy on being tardy will be strictly followed. If a student is absent from class, please check my website for the day’s assignments and class lecture notes.

* **Classroom Policy/Procedures**

In addition to the student responsibilities outlined by the district, the following procedures will be followed in this classroom:

• **NO CELL PHONE USE UNLESS DIRECTED BY TEACHER DURING CLASS**

* Come to class prepared and ready to work
* Be on time
* Find solutions not EXCUSES
* Act responsibly
* Treat others with RESPECT

• Participate in class discussions

• Complete assignments and turn them in on time

• Maintain a complete and organized portfolio

* **Honor Code**

Academic dishonesty is unacceptable and will not be tolerated. Cheating, forgery, plagiarism and collusion in dishonest acts will result in a failing grade in the assignment and will be reported to the school administration which may result in additional consequences.

* **Teacher:**
* **Communication Strategy:**
* **Office Hours/Contact Information/Email**
* Conferences will be scheduled upon request. Every effort will be made to accommodate the parent schedules. However, my conference period is 2nd block from 10:00am-11:15am during the Fall Semester and 4th block from 2:00pm-3:30pm during the Spring Semester. Email communication is also encouraged. As of the nature of class time, calls will be returned upon availability to do so. Please contact me thru the schools operator. My email address is [alexander.cain@knoxschools.org](mailto:alexander.cain@knoxschools.org) You may also email me through my class website.
* **Aspen**

You may also contact me through your Parent Portal account. Just click on the “send message” link.

* **Intervention Strategy**
* I will schedule time for tutoring and academic support after school upon request.