



Introduction to Criminal Justice

Course Description

An overview of the history, development and philosophies for crime control and the role of law enforcement within a democratic society. Topics would include an examination of the criminal justice system with an emphasis on the police, the courts (prosecution and defense) and the correctional agencies, and exposure to careers related to criminal justice.

Course Code: 390015

Program(s) of Study to which this course applies:

- Law, Public Safety, Corrections, and Security

Course Content	Crosswalk to Common Core Academic Standards	Crosswalk to Nebraska Academic Standards	Crosswalk to Nebraska Career Readiness Standards	Crosswalk Clarification
Standard 1. Student will understand the criminal justice system.				
Benchmark 1.1 Define and contrast the criminal justice system and its three major components. <u>Sample performance indicators:</u> <ul style="list-style-type: none"> • List the major and auxiliary components of the criminal justice system. • Describe the functions and goals of the major and auxiliary components. • Define the role of the system in terms of the crime control and due process models. • Discuss the operations of the criminal justice system. 	ELA.RST.11-12.4	LA.12.1.5 SS.12.1.1.c–d	CR.5.A.1 CR.5.A.4	
Benchmark 1.2 Connect historical and philosophical foundations of the modern criminal justice system. <u>Sample performance indicators:</u> <ul style="list-style-type: none"> • Describe early English common law. • Differentiate between crime control and due process. 	N/A	SS.12.4.1.c	CR.5.A.1 CR.5.A.4	



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<p>Benchmark 1.3 Develop an understanding of the need to balance the rights of the individual with the interest of society.</p> <p><u>Sample performance indicators:</u></p> <ul style="list-style-type: none"> Describe the balance between individual rights and the power of government. Identify the impact of rioting and the fear of crime. Compare and contrast civil rights and war protest. Relate the war on drugs to the crime rate. 	N/A	SS.12.1.1.b	CR.7.B.1	
<p>Standard 2. Student will understand crime and criminal law.</p>				
<p>Benchmark 2.1 Explain the history of crime and criminological theories.</p> <p><u>Sample performance indicators:</u></p> <ul style="list-style-type: none"> Explain the meaning of the elements of crime. Discuss theories of crime causation. Explain the origins of criminal law. Discuss white-collar crime. Identify crime as a social problem. Recognize the economic, political, and social impact of crime nationally. 	ELA.WHST.11–12.2.b ELA.SL.11–12.4	LA.12.2.1.b LA.12.3.1.a SS.12.4.1.b–c	CR.2.B.1 CR.2.C.1	When students <i>explain</i> information or ideas, they communicate their knowledge through either speaking or writing. To demonstrate full knowledge on the topic, students’ written or oral presentations must include all the main ideas and relevant details on the subject (CC: ELA.WHST.11–12.2.b, ELA.SL.11–12.4; NE: CR.2.B.1, CR.2.C.1, LA.12.2.1.b, LA.12.3.1.a).
<p>Benchmark 2.2 Explain the relationship between the U. S. Constitution, U. S. Supreme Court decisions, and the components of the criminal justice system.</p> <p><u>Sample performance indicators:</u></p> <ul style="list-style-type: none"> Relate case law to its application within the criminal justice system. Describe the uniform crime report. Explain the supreme court process. 	ELA.WHST.11–12.2.b ELA.SL.11–12.4	LA.12.2.1.b LA.12.3.1.a SS.12.1.1.b	CR.5.A.4 CR.2.B.1 CR.2.C.1	When students <i>explain</i> information or ideas, they communicate their knowledge through either speaking or writing. To demonstrate full knowledge on the topic, students’ written or oral presentations must include all the main ideas and relevant details on the subject (CC: ELA.WHST.11–12.2.b, ELA.SL.11–12.4; NE: CR.2.B.1, CR.2.C.1, LA.12.2.1.b, LA.12.3.1.a).
<p>Benchmark 2.3 Distinguish the Constitution from the Declaration of Independence.</p>	ELA.RI.11-12.9	LA.12.1.6.d SS.12.1.1.a	CR.5.A.1	



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<p><u>Sample performance indicators:</u></p> <ul style="list-style-type: none"> • Compare and contrast the differences between the Constitution from the Declaration of Independence. • Formulate a historical context for the Constitution and the Declaration of Independence. 				
<p>Benchmark 2.4 Identify the purpose of the Bill of Rights and its amendments.</p> <p><u>Sample performance indicators:</u></p> <ul style="list-style-type: none"> • Summarize the content of each of the amendments in the Bill of Rights. • Identify the effect of the Bill of Rights on criminal law. 	ELA.RST.11-12.6	LA.12.1.6.d SS.12.1.1.a	N/A	
<p>Standard 3. Student will explain the role of law enforcement in the criminal justice system.</p>				
<p>Benchmark 3.1 Recall the history of law enforcement in the criminal justice system.</p> <p><u>Sample performance indicators:</u></p> <ul style="list-style-type: none"> • Identify and understand certain historical precedents in the development of law enforcement. • Identify the English heritage of American law enforcement. • Recall the beginnings of law enforcement in colonial America. 	N/A	SS.12.4.1.c	N/A	
<p>Benchmark 3.2 Illustrate the role of law enforcement in the criminal justice system.</p> <p><u>Sample performance indicators:</u></p> <ul style="list-style-type: none"> • Identify specific enforcement processes of the police. • Identify the development of Municipal, County, and State Police. • Describe the two basic roles of the police. • Define the responsibilities and authority of federal law enforcement agencies. • Summarize the origin, purpose, and contributions of the Law Enforcement 	N/A	N/A	CR.5.A.1	



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<p>Assistance Administration (LEAA).</p> <ul style="list-style-type: none"> Assess INTERPOL and how it operates. Identify the different police operational styles along with their associated characteristics. Describe “CHANGE” and its effect on police agencies in general. Elaborate on issues and concerns over police productivity. Discuss the various forms of police corruption. Report on the issues surrounding the use of deadly force. Identify past discrimination within police agencies relating to hiring and promotional opportunities. Report various strategies designed to prevent fragmentation among police departments. 				
<p>Standard 4. Student will identify the role of the court in the criminal justice system.</p>				
<p>Benchmark 4.1 List and define the sequence of the court process.</p> <p><u>Sample performance indicators:</u></p> <ul style="list-style-type: none"> Identify the bail and bond process. Define the role of arraignment. Identify all the steps in the trial process. Define the role of an appeal. List the steps of the sentencing process. 	N/A	N/A	N/A	
<p>Benchmark 4.2 Define and describe each component and actor in the court process.</p> <p><u>Sample performance indicators:</u></p> <ul style="list-style-type: none"> Identify features of court organization in the U.S. Recognize problems with court organization. Identify the accusatory process from the initial court appearance through the arraignment. Report on the historical development of state and local court systems. 	<p>ELA.WHST.11-12.2.b</p> <p>ELA.SL.11-12.4</p> <p>ELA.RST.11-12.4</p>	<p>LA.12 2.1.b</p> <p>LA.12.3.1.a</p> <p>LA.12.1.5</p>	<p>CR.2.B.1</p> <p>CR.2.C.1</p>	<p>When students <i>describe</i> information or ideas, they communicate their knowledge through either speaking or writing. To demonstrate full knowledge on the topic, students’ written or oral presentations must include all the main ideas and relevant details on the subject (CC: ELA.WHST.11–12.2.b, ELA.SL.11–12.4; NE: CR.2.B.1, CR.2.C.1, LA.12 2.1.b, LA.12.3.1.a).</p>



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<ul style="list-style-type: none"> Interpret the Federal Courts including the types, their specific jurisdiction, and special characteristics. Define the dual system of courts. Recall the jury selection process. Distinguish among the various types of witnesses. Report the plea-bargaining process. Recall judicial selection. Describe the role of the judge, prosecutor, defense attorney, and other court personnel. Define the doctrines of judicial review, void for vagueness and selective incorporation. 				
<p>Benchmark 4.3 Compare and contrast the juvenile and adult court systems.</p> <p><u>Sample performance indicators:</u></p> <ul style="list-style-type: none"> Trace the evolution of the juvenile court. Compare juvenile court procedures with those of adult criminal court. Cite examples of status offenses. 	N/A	N/A	CR.5.A.1	
<p>Standard 5. Student will interpret the role of corrections in the criminal justice system.</p>				
<p>Benchmark 5.1 Compare and contrast prisons and jails.</p> <p><u>Sample performance indicators:</u></p> <ul style="list-style-type: none"> Identify the historical purposes of corrections. Explain the development and operations of the U.S. Bureau of Prisons. Compare and contrast the various types of correctional facilities. Describe characteristics of male and female correctional inmates. Identify roles and responsibilities of correctional staff members. 	N/A	N/A	CR.5.A.1	
<p>Benchmark 5.2 Compare and contrast probation, community corrections, and parole.</p> <p><u>Sample performance indicators:</u></p> <ul style="list-style-type: none"> Identify the historical purposes of probations and parole. Compare and contrast probation and parole. 	N/A	N/A	CR.5.A.1	



Reference Standards Sources

- KS = Career Clusters Knowledge and Skills Statements. Revised 2008. National Career and Technical Education Foundation, Silver Spring, MD. www.careerclusters.org.
- (additional reference standards listed)

Contributors

Secondary: Shelly Tvrdy – Lincoln Public Schools, Lisa Groth – Boone Central School

Postsecondary: Matt McCarthy – Northeast Community College, Lauri Shultis – Central Community College

Other Information

Suggestions for innovative teaching and learning strategies:	<ul style="list-style-type: none">• Nebraska Traffic and Law Manual.
Related assessments:	<ul style="list-style-type: none">• Interview a professional in the criminal justice field and write a paper on the interview.
Extended learning opportunities:	<ul style="list-style-type: none">• Officer.com• Corrections.com• Thecrimereport.org