

Criminal Justice I Pacing Guide First Semester

1 st Quarter	TN Standards	Lesson Focus	Additional Notes
Weeks 1-3	STANDARD 1,2,3 COMMUNICATION IN LAW ENFORCEMENT	<ul style="list-style-type: none"> • Define communication and explain the differences in verbal and non-verbal communication. Relate the ideas and concepts surrounding communication in the following situations: with a suspect, talking to another police officer, and when communicating with the public. Role-play verbal and non-verbal communication with classmates and family members using law enforcement terminology. • Describe the specific skills required of law enforcement officials in order to effectively communicate with all individuals, including those with limited English proficiency, demonstrating sensitivity to cultural differences and other potential barriers to communication. Research the Americans with Disabilities Act (ADA) guidelines for law enforcement and demonstrate effective communication practices with persons of different ages and characteristics. • Research and explain the protocols for handling a call received by a 911 dispatcher or police call center. Outline the procedure in an informational brochure or public service announcement for community members. Discuss basic law enforcement communication and telecommunication information (such as mobile and hand-held radios, car radios, and mobile data terminals), types of public alerting systems, and methods by which personnel are notified of an emergency. 	

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	Weeks 4-6	STANDARD 4,5 COMMUNICATION IN LAW ENFORCEMENT	<ul style="list-style-type: none"> • Compare and contrast communication methods among fire service personnel, emergency service responders, and law enforcement at a simulated emergency scene. Examine protocol for radio communications, communication responsibilities of police officers at the scene, arrival and progress reports, use of tactile channels and evacuation signals, and personnel accountability reports. • Research the Communications Assistance for Law Enforcement Act (CALEA) and debate in an argumentative essay or oral presentation how public and private communications have been affected by increased surveillance activities. 	
	Weeks 7-9	STANDARD 6,7 CONTEMPORARY LAW ENFORCEMENT	<ul style="list-style-type: none"> • Articulate important historical events and milestones impacting the evolution of the current law enforcement services systems in the United States. Use a timeline or other graphic to illustrate the major developments, citing specific textual evidence from research. • Gather information from emails or interviews with local law enforcement personnel, news media, and online and print law enforcement journals to investigate the range of technologies currently used in law enforcement, such as geospatial and crime mapping, body armor, forensics, officer safety and protective technologies, and sensors and surveillance technologies. Summarize how each of these technologies is being used as well as the challenges and limitations of each. 	
End of 1st Quarter				
District Quarterly CFA				
2nd Quarter	TN Standards	Lesson Focus	Additional Notes	

	Weeks 1-3	<p>STANDARD 8 CONTEMPORARY LAW ENFORCEMENT</p> <p>STANDARD 9.10 OVERVIEW OF COURTS AND THE JUSTICE PROCESS</p>	<ul style="list-style-type: none"> • Research the impact that social media (such as Facebook, Twitter, and YouTube) has on law enforcement with an emphasis on the following areas: potential hazards for an officer, “police baiting,” crime prevention, and criminal investigation. Draft a policy for protecting the safety of officers or citizens that addresses the issue of First Amendment rights. • Differentiate between and provide examples of statutory law, administrative law, and the elements of an offense. Develop a comparison chart to draw connections among example laws for each type, relevant legal concepts such as burden of proof and applicable defenses and punishments. • Analyze selected laws and rules listed in the Tennessee Code Annotated. Compare a law and/or rule with similar ones from other states. Explain findings in a written, oral, or digital presentation, citing references and including title of the section, chapter, who or what the code is directed at, code numbers and name of code, when the code was originally written, and when it was last updated. 	
	Weeks 4-6	<p>STANDARD 11,12,13 OVERVIEW OF COURTS AND THE JUSTICE PROCESS</p>	<ul style="list-style-type: none"> • Analyze transcripts of court cases; identify and explain the roles of the participants at each stage of the trial process, including the defendant’s first appearance in court, arraignment, preliminary hearing, grand jury proceedings, motions by lawyers, jury selection, presentation of evidence, and opening and closing remarks. • Analyze transcripts of court cases; identify and explain the roles of the participants at each stage of the trial process, including the defendant’s first appearance in court, arraignment, preliminary hearing, grand jury 	

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			proceedings, motions by lawyers, jury selection, presentation of evidence, and opening and closing remarks.	
	Weeks 7-9	STANDARD 13 OVERVIEW OF COURTS AND THE JUSTICE PROCESS	<ul style="list-style-type: none"> Explain the similarities, differences, and interactions among local, county, state, and federal courts systems. Describe how civil, misdemeanor, criminal, and felony cases progress through each court. 	
	End of 2nd Quarter			
	End of 1st Semester			
District Quarterly CFA				
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	3rd Quarter	TN Standards	Lesson Focus	Additional Notes
	Weeks 1-3	STANDARD 14,15 DUE PROCESS	<ul style="list-style-type: none"> Describe the elements necessary to conduct a lawful arrest and explain the circumstances that justify arresting an individual without an arrest warrant. Discuss the rights of individuals during the arrest process, especially in relation to the Miranda warning. Differentiate between reasonable suspicion and probable cause; describe the factors used in determining probable cause. Identify the individual protections provided by the Fourth Amendment and describe in an informative narrative what can be considered a “reasonable expectation of privacy.” 	
	Weeks 4-6	STANDARD 16 DUE PROCESS	<ul style="list-style-type: none"> Explain what is required for a law enforcement officer to conduct a search; compare and contrast situations in which searches without a warrant are permissible. 	

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	Weeks 7-9	STANDARD 17 DUE PROCESS	<ul style="list-style-type: none"> Explore the constitutional rights provided to the accused by the Fifth and Sixth Amendments; discuss in groups fact-based scenarios in which an accused person's constitutional rights were violated, including situations involving juveniles, mentally incompetent individuals, and other vulnerable or non-traditional populations. 	
	End of 3rd Quarter	District Quarterly CFA		
	4th Quarter	TN Standards	Lesson Focus	Additional Notes
	Weeks 1-3	STANDARDS 18 PROFESSIONALISM	<ul style="list-style-type: none"> Define the term professionalism and how it relates to law enforcement personnel. Include in the definition the importance of traits such as integrity, intellect, industry, initiative, and impact and how professionalism is measured. Write an informational article for a local newspaper intended to promote a positive image of law enforcement, using the above criteria and information obtained from textbooks, professional law enforcement magazines, or professional law enforcement-related websites. 	
	Weeks 4-6	STANDARD 19 PROFESSIONALISM	<ul style="list-style-type: none"> Research news media, professional print and online sources, such as the Federal Bureau of Investigation (FBI) website, for articles surrounding the public image of law enforcement. Review at least three articles on the following topics: general image of law enforcement personnel, public perceptions of the outcomes of policing, and how to improve the public perception of law enforcement. Develop a Public Service Announcement or digital presentation that shares a specific challenge and potential solutions. 	

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	Weeks 7-9	STANDARD 20 ,21 PROFESSIONALIAM	<ul style="list-style-type: none"> Debate the logic surrounding the following statement on law enforcement professionalism from the <i>Building Trust Between the Police and the Citizens They Serve</i> guide, produced by the International Association of Chiefs of Police: “Crime can be reduced when community trust in law enforcement increases. That can be affected by the manner in which law enforcement professionals treat their citizens. Police departments should never tolerate excessive force or discrimination in any form.” Cite studies and court rulings surrounding the issue of law enforcement’s use of force. Successfully perform American Red Cross or American Heart Association Adult, Child, and Infant Basic Life Support and first aid skills 	
	End of 4th Quarter			
	End of 2nd Semester			