

CRIMINAL JUSTICE CURRICULUM FRAMEWORK



This document was prepared by:

Office of Career Readiness, Adult Learning & Education Options
Nevada Department of Education
755 N. Roop Street, Suite 201
Carson City, NV 89701

www.doe.nv.gov

The State of Nevada Department of Education is an equal opportunity/affirmative action agency and does not discriminate on the basis of race, color, religion, sex, sexual orientation, gender identity or expression, age, disability, or national origin.

INTRODUCTION

The Nevada CTE Curriculum Frameworks are a resource for Nevada's public and charter schools to design, implement, and assess their CTE programs and curriculum. The content standards identified in this document are listed as a model for the development of local district programs and curriculum. They represent rigorous and relevant expectations for student performance, knowledge, and skill attainment which have been validated by industry representatives.

The intent of this document is to provide a resource to districts as they develop and implement CTE programs and curricula.

This program ensures the following thresholds are met:

- The CTE course and course sequence teaches the knowledge and skills required by industry through applied learning methodology and, where appropriate, work-based learning experiences that prepare students for careers in high-wage, high-skill and/or high-demand fields. Regional and state economic development priorities shall play an important role in determining program approval. Some courses also provide instruction focused on personal development.
- The CTE course and course sequence includes leadership and employability skills as an integral part of the curriculum.
- The CTE course and course sequence are part of a rigorous program of study and include sufficient technical challenge to meet state and/or industry-standards.

The CTE program components include the following items:

- Program of Study
- State Skill Standards
- Employability Skills for Career Readiness Standards
- Career Technical Student Organizations (CTSO)
- Curriculum Framework
- CTE Assessments:
 - Workplace Readiness Skills Assessment
 - End-of-Program Technical Assessment
- Certificate of Skill Attainment
- CTE Endorsement on a High School Diploma
- CTE College Credit

**NEVADA DEPARTMENT OF EDUCATION
CURRICULUM FRAMEWORK FOR
CRIMINAL JUSTICE**

PROGRAM TITLE:	CRIMINAL JUSTICE
STATE SKILL STANDARDS:	CRIMINAL JUSTICE
STANDARDS REFERENCE CODE:	CJ
CAREER CLUSTER:	LAW, PUBLIC SAFETY, CORRECTIONS, AND SECURITY
CAREER PATHWAY:	LAW ENFORCEMENT SERVICES
PROGRAM LENGTH:	3 LEVELS (L1, L2, L3C)
PROGRAM ASSESSMENTS:	CRIMINAL JUSTICE WORKPLACE READINESS SKILLS
CTSO:	hosa: Future Health Professionals SKILLSUSA
GRADE LEVEL:	9-12
AVAILABLE INDUSTRY CERTIFICATIONS/LICENSES PROVIDERS:	CPR FIRST AID HIPAA ICS

PROGRAM PURPOSE

The purpose of this program is to prepare students for postsecondary education and employment in the Criminal Justice industry.

The program includes the following state standards:

- Nevada CTE Skill Standards: Criminal Justice
- Employability Skills for Career Readiness
- Nevada Academic Content Standards (alignment shown in the Nevada CTE Skill Standards):
 - Science (based on the Next Generation Science Standards)
 - English Language Arts (based on the Common Core State Standards)
 - Mathematics (based on the Common Core State Standards)
- Common Career Technical Core (alignment shown in the Nevada CTE Skill Standards)

CAREER CLUSTERS

The National Career Clusters™ Framework provides a vital structure for organizing and delivering quality CTE programs through learning and comprehensive programs of study (POS). In total, there are 16 Career Clusters in the National Career Clusters™ Framework, representing more than 79 Career Pathways to help students navigate their way to greater success in college and career. As an organizing tool for curriculum design and instruction, Career Clusters™ provide the essential knowledge and skills for the 16 Career Clusters™ and their Career Pathways.*

*Cite: National Association of State Directors of Career Technical Education Consortium. (2012). Retrieved from <http://www.careertech.org/career-clusters/glance/careerclusters.html>

PROGRAM OF STUDY

The program of study illustrates the sequence of academic and career and technical education coursework that is necessary for the student to successfully transition into postsecondary educational opportunities and employment in their chosen career path. (NAC 389.803)

PROGRAM STRUCTURE

The core course sequencing provided in the following table serves as a guide to schools for their programs of study. Each course is listed in the order in which it should be taught and has a designated level. Complete program sequences are essential for the successful delivery of all state standards in each program area.

CRIMINAL JUSTICE Core Course Sequence	
CRIMINAL JUSTICE	LEVEL
Criminal Justice I or Foundations of Public Safety	L1
Criminal Justice II	L2
Criminal Justice III	L3C
Criminal Justice Advanced Studies*	AS

*Complementary Courses

STATE SKILL STANDARDS

The state skill standards are designed to clearly state what the student should know and be able to do upon completion of an advanced high school career and technical education (CTE) program. The standards are designed for the student to complete all standards through their completion of a program of study. The standards are designed to prepare the student for the end-of-program technical assessment directly aligned to the standards. (Paragraph (a) of Subsection 1 of NAC 389.800)

EMPLOYABILITY SKILLS FOR CAREER READINESS STANDARDS

Employability skills, often referred to as “soft skills”, have for many years been a recognizable component of the standards and curriculum in career and technical education programs. The twenty-one standards are organized into three areas: (1) Personal Qualities and People Skills; (2) Professional Knowledge and Skills; and (3) Technology Knowledge and Skills. The standards are designed to ensure students graduate high school properly prepared with skills employers prioritize as the most important. Instruction on all twenty-one standards must be part of each course of the CTE program. (Paragraph (d) of Subsection 1 of NAC 389.800)

CURRICULUM FRAMEWORK

The Nevada CTE Curriculum Frameworks are organized utilizing the recommended course sequencing listed in the Program of Study and the CTE Course Catalog. The framework identifies the recommended content standards, performance standards, and performance indicators that should be taught in each course.

CAREER AND TECHNICAL STUDENT ORGANIZATIONS (CTSOS)

To further the development of leadership and technical skills, students must have opportunities to participate in one or more of the Career and Technical Student Organizations (CTSOS). CTSOs develop character, citizenship, and the technical, leadership and teamwork skills essential for the workforce and their further education. Their activities are considered a part of the instructional day when they are directly related to the competencies and objectives in the course. (Paragraph (a) of Subsection 3 of NAC 389.800)

WORKPLACE READINESS SKILLS ASSESSMENT

The Workplace Readiness Skills Assessment has been developed to align with the Nevada CTE Employability Skills for Career Readiness Standards. This assessment provides a measurement of student employability skills attainment. Students who complete a program will be assessed on their skill attainment during the completion level course. Completion level courses are identified by the letter “C”.

(e.g., Level = L3C) (Paragraph (d) of Subsection 1 of NAC 389.800)

END-OF-PROGRAM TECHNICAL ASSESSMENT

An end-of-program technical assessment has been developed to align with the Nevada CTE Skill Standards for this program. This assessment provides a measurement of student technical skill attainment. Students who complete a program will be assessed on their skill attainment during the completion level course. Completion level courses are identified by the letter “C”. (e.g., Level = L3C)

(Paragraph (e) of Subsection 1 of NAC 389.800)

CERTIFICATE OF SKILL ATTAINMENT

Each student who completes a course of study must be awarded a certificate which states that they have attained specific skills in the industry being studied and meets the following criteria: A student must maintain a 3.0 grade point average in their approved course of study, pass the Workplace Readiness Skills Assessment, and pass the end-of-program technical assessment. (Subsection 4 of NAC 389.800)

CTE ENDORSEMENT ON A HIGH SCHOOL DIPLOMA

A student qualifies for a CTE endorsement on their high school diploma after successfully completing the following criteria: 1) successful completion of a CTE course of study in a program area, 2) successful completion of academic requirements governing receipt of a standard diploma, and 3) meet all requirements for the issuance of the Certificate of Skill Attainment. (NAC 389.815)

CTE COLLEGE CREDIT

CTE College Credit is awarded to students based on articulation agreements established by each college for the CTE program, where the colleges will determine the credit value of a full high school CTE program based on course alignment. An articulation agreement will be established for each CTE program designating the number of articulated credits each college will award to students who complete the program.

CTE College Credit is awarded to students who: (1) complete the CTE course sequence with a grade-point average of 3.0 or higher; (2) pass the state end-of-program technical assessment for the program; and (3) pass the Workplace Readiness Assessment for employability skills.

Pre-existing articulation agreements will be recognized until new agreements are established according to current state policy and the criteria shown above.

Please refer to the local high school’s course catalog or contact the local high school counselor for more information. (Paragraph (b) of Subsection 3 of NAC 389.800)

ACADEMIC CREDIT FOR CTE COURSEWORK

Career and technical education courses meet the credit requirements for high school graduation (1 unit of arts and humanities or career and technical education). Some career and technical education courses meet academic credit for high school graduation. Please refer to the local high school’s course catalog or contact the local high school counselor for more information. (NAC 389.672)

**CORE COURSE:
RECOMMENDED STUDENT PERFORMANCE STANDARDS**

Students enrolled in this sequence have the option of Foundations of Public Safety or Criminal Justice I for the L1 class.

OPTION A

COURSE TITLE:	Criminal Justice I
ABBR. NAME:	Criminal Just I
CREDITS:	1
LEVEL:	L1
CIP CODE:	43.0104
PREREQUISITE:	None
CTSO:	hosa: Future Health Professionals SkillsUSA
COURSE DESCRIPTION	
<p>This course allows students to develop an understanding of the difference between the civil and criminal codes in the American legal system, with a particular emphasis on criminal and civil cases decided by Nevada courts by Nevada Revised Statutes. Students will explore themes in both civil and criminal law reflecting American social, moral, political and economic values. Students will focus on legal terminology and writing, and courtroom environment. Civil law will give an overview of tort, contract, bankruptcy, and administrative law. Students will focus on criminal law and the various aspects of behavior and actions of citizens, corporations and other associations deemed illegal by state and federal governments.</p>	

TECHNICAL STANDARDS

CONTENT STANDARD 1.0 : EXPLORE THE FOUNDATIONS OF CRIMINAL JUSTICE

Performance Standard 1.1 : Examine the History of Criminal Justice

Performance Indicators : 1.1.1-1.1.3

Performance Standard 1.2 : Understand Components of the Criminal Justice System

Performance Indicators : 1.2.1-1.2.3

CONTENT STANDARD 2.0 : EXPLORE THE UNITED STATES CONSTITUTION

Performance Standard 2.1 : Recognize the Distribution of Governmental Powers

Performance Indicators : 2.1.1-2.1.3

Performance Standard 2.2 : Examine Individual Rights

Performance Indicators : 2.2.1-2.2.3

Performance Standard 2.3 : Explore Fourth Amendment

Performance Indicators : 2.3.1-2.3.4

.... continue on next page

EMPLOYABILITY SKILLS FOR CAREER READINESS STANDARDS**CONTENT STANDARD 1.0 : DEMONSTRATE EMPLOYABILITY SKILLS FOR CAREER READINESS**

Performance Standard 1.1 : Demonstrate Personal Qualities and People Skills

Performance Indicators : 1.1.1-1.1.7

Performance Standard 1.2 : Demonstrate Professional Knowledge and Skills

Performance Indicators : 1.2.1-1.2.10

Performance Standard 1.3 : Demonstrate Technology Knowledge and Skills

Performance Indicators : 1.3.1-1.3.4

ALIGNMENT TO THE NEVADA ACADEMIC CONTENT STANDARDS*

English Language Arts: Reading Standards for Literacy in Science and Technical Subjects
Writing Standards for Literacy in Science and Technical Subjects
Speaking and Listening

Mathematics: Mathematical Practices
Geometry-Congruence
Geometry-Circles

Science: Nature of Science
Physical Science
Life Science
Earth and Space

* Refer to the Criminal Justice Standards for alignment by performance indicator

**CORE COURSE:
RECOMMENDED STUDENT PERFORMANCE STANDARDS**

Students enrolled in this sequence have the option of Foundations of Public Safety or Law Enforcement I for the L1 class.

OPTION B

COURSE TITLE:	Foundations of Public Safety
ABBR. NAME:	FOUN PUBLIC SAFETY
CREDITS:	1
LEVEL:	L1
CIP CODE:	43.9999
PREREQUISITE:	None
CTSO:	hosa: Future Health Professionals SkillsUSA
COURSE DESCRIPTION	
This course is designed as the foundation for a career pathway in Law, Public Safety, Corrections and Security. Students are introduced to the elements and principles of emergency and fire management services, law enforcement services, legal services, and security and protective services.	

TECHNICAL STANDARDS

CONTENT STANDARD 1.0 : EXPLORE THE FOUNDATIONS OF CRIMINAL JUSTICE

Performance Standard 1.1 : Examine the History of Criminal Justice

Performance Indicators : 1.1.1-1.1.3

Performance Standard 1.2 : Understand Components of the Criminal Justice System

Performance Indicators : 1.2.1-1.2.3

CONTENT STANDARD 2.0 : EXPLORE THE UNITED STATES CONSTITUTION

Performance Standard 2.1 : Recognize the Distribution of Governmental Powers

Performance Indicators : 2.1.1-2.1.3

Performance Standard 2.2 : Examine Individual Rights

Performance Indicators : 2.2.1-2.2.3

Performance Standard 2.3 : Explore Fourth Amendment

Performance Indicators : 2.3.1-2.3.4

.... continue on next page

EMPLOYABILITY SKILLS FOR CAREER READINESS STANDARDS**CONTENT STANDARD 1.0 : DEMONSTRATE EMPLOYABILITY SKILLS FOR CAREER READINESS**

Performance Standard 1.1 : Demonstrate Personal Qualities and People Skills

Performance Indicators : 1.1.1-1.1.7

Performance Standard 1.2 : Demonstrate Professional Knowledge and Skills

Performance Indicators : 1.2.1-1.2.10

Performance Standard 1.3 : Demonstrate Technology Knowledge and Skills

Performance Indicators : 1.3.1-1.3.4

ALIGNMENT TO THE NEVADA ACADEMIC CONTENT STANDARDS*

English Language Arts: Reading Standards for Literacy in Science and Technical Subjects
Writing Standards for Literacy in Science and Technical Subjects
Speaking and Listening

Mathematics: Mathematical Practices
Geometry-Congruence
Geometry-Circles

Science: Nature of Science
Physical Science
Life Science
Earth and Space

* Refer to the Criminal Justice Standards for alignment by performance indicator

**CORE COURSE:
RECOMMENDED STUDENT PERFORMANCE STANDARDS**

COURSE TITLE:	Criminal Justice II
ABBR. NAME:	Criminal Just II
CREDITS:	1
LEVEL:	L2
CIP CODE:	43.0104
PREREQUISITE:	Criminal Justice I or Foundations of Public Safety
CTSO:	hosa: Future Health Professionals SkillsUSA
COURSE DESCRIPTION	
<p>This course is a continuation of Criminal Justice I or Foundations of Public Safety. This course allows intermediate criminal justice students to develop their knowledge and skills. Areas of study will include civil law, criminal law, legal and ethical issues, forensics toxicology, laboratory technology, and research skills. The appropriate use of technology and industry-standard equipment is an integral part of this course.</p>	

TECHNICAL STANDARDS

CONTENT STANDARD 3.0 : EXPLORE CRIMINAL LAW

Performance Standard 3.1 : Understand Crimes

Performance Indicators : 3.1.1-3.1.5

CONTENT STANDARD 4.0 : EXPLORE LAW ENFORCEMENT

Performance Standard 4.1 : Examine the History of Law Enforcement

Performance Indicators : 4.1.1-4.1.2

Performance Standard 4.2 : Analyze the Purpose and Functions of Law Enforcement

Performance Indicators : 4.2.1-4.2.2

Performance Standard 4.3 : Examine Legal Aspects

Performance Indicators : 4.3.1-4.3.5

Performance Standard 4.4 : Explore Careers in Law Enforcement

Performance Indicators : 4.4.1-4.4.3

.... continue on next page

EMPLOYABILITY SKILLS FOR CAREER READINESS STANDARDS**CONTENT STANDARD 1.0 : DEMONSTRATE EMPLOYABILITY SKILLS FOR CAREER READINESS**

Performance Standard 1.1 : Demonstrate Personal Qualities and People Skills

Performance Indicators : 1.1.1-1.1.7

Performance Standard 1.2 : Demonstrate Professional Knowledge and Skills

Performance Indicators : 1.2.1-1.2.10

Performance Standard 1.3 : Demonstrate Technology Knowledge and Skills

Performance Indicators : 1.3.1-1.3.4

ALIGNMENT TO THE NEVADA ACADEMIC CONTENT STANDARDS*

English Language Arts: Reading Standards for Literacy in Science and Technical Subjects
Writing Standards for Literacy in Science and Technical Subjects
Speaking and Listening

Mathematics: Mathematical Practices
Geometry-Congruence
Geometry-Circles

Science: Nature of Science
Physical Science
Life Science
Earth and Space

* Refer to the Criminal Justice Standards for alignment by performance indicator

**CORE COURSE:
RECOMMENDED STUDENT PERFORMANCE STANDARDS**

COURSE TITLE:	Criminal Justice III
ABBR. NAME:	Criminal Just III
CREDITS:	1
LEVEL:	L3C
CIP CODE:	43.0104
PREREQUISITE:	Criminal Justice II
PROGRAM ASSESSMENTS:	CRIMINAL JUSTICE WORKPLACE READINESS SKILLS
CTSO:	hosa: Future Health Professionals SkillsUSA
COURSE DESCRIPTION	
<p>This course is a continuation of Criminal Justice II. This course allows intermediate criminal justice students to develop their knowledge and skills learned in Criminal Justice II. Areas of study will include physical and scientific evidence preservation, interrogations, federal rules, and legalities involving arrests and search and seizure. The appropriate use of technology and industry-standard equipment is an integral part of this course. Upon successful completion of this course, students will have acquired entry-level skills for employment and be prepared for postsecondary education.</p>	

TECHNICAL STANDARDS

CONTENT STANDARD 5.0 : EXPLORE THE COURT SYSTEM

Performance Standard 5.1 : Examine the Structure of the Court System

Performance Indicators : 5.1.1-5.1.3

Performance Standard 5.2 : Recognize Participants in the Court System

Performance Indicators : 5.2.1-5.2.3

Performance Standard 5.3 : Explain Pre-Trial Procedures

Performance Indicators : 5.3.1-5.3.4

Performance Standard 5.4 : Examine the Trial Process

Performance Indicators : 5.4.1-5.4.5

Performance Standard 5.5 : Analyze Post Trial Processes

Performance Indicators : 5.5.1-5.5.3

Performance Standard 5.6 : Explore Careers Within the Court System

Performance Indicators : 5.6.1-5.6.3

CONTENT STANDARD 6.0 : UNDERSTAND CORRECTIONS

Performance Standard 6.1 : Examine Criminal Sanctions

Performance Indicators : 6.1.1-6.1.2

Performance Standard 6.2 : Explore Aspects of Jails and Prisons

Performance Indicators : 6.2.1-6.2.4

Performance Standard 6.3 : Explore Careers in Corrections

Performance Indicators : 6.3.1-6.3.3

.... continue on next page

CONTENT STANDARD 7.0 : EXPLORE SPECIAL TOPICS

Performance Standard 7.1 : Discuss Juvenile Justice

Performance Indicators : 7.1.1-7.1.2

Performance Standard 7.2 : Discuss Victim Rights

Performance Indicators : 7.2.1-7.2.2

Performance Standard 7.3 : Discuss Digital Crimes

Performance Indicators : 7.3.1-7.3.3

Performance Standard 7.4 : Debate Homeland Security

Performance Indicators : 7.4.1-7.4.3

Performance Standard 7.5 : Model Ethics

Performance Indicators : 7.5.1-7.5.3

EMPLOYABILITY SKILLS FOR CAREER READINESS STANDARDS**CONTENT STANDARD 1.0 : DEMONSTRATE EMPLOYABILITY SKILLS FOR CAREER READINESS**

Performance Standard 1.1 : Demonstrate Personal Qualities and People Skills

Performance Indicators : 1.1.1-1.1.7

Performance Standard 1.2 : Demonstrate Professional Knowledge and Skills

Performance Indicators : 1.2.1-1.2.10

Performance Standard 1.3 : Demonstrate Technology Knowledge and Skills

Performance Indicators : 1.3.1-1.3.4

ALIGNMENT TO THE NEVADA ACADEMIC CONTENT STANDARDS*

English Language Arts: Reading Standards for Literacy in Science and Technical Subjects
Writing Standards for Literacy in Science and Technical Subjects
Speaking and Listening

Mathematics: Mathematical Practices
Geometry-Congruence
Geometry-Circles

Science: Nature of Science
Physical Science
Life Science
Earth and Space

* Refer to the Criminal Justice Standards for alignment by performance indicator

COMPLEMENTARY COURSE(S):

Programs that utilize the complementary courses can include the following courses. The Advanced Studies course allows for additional study through investigation and in-depth research.

COURSE TITLE:	Criminal Justice Advanced Studies
ABBR. NAME:	Criminal Just AS
CREDITS:	1
LEVEL:	AS
CIP CODE:	43.0104
PREREQUISITE:	Criminal Justice III
CTSO:	hosa: Future Health Professionals SkillsUSA
COURSE DESCRIPTION	
<p>This course is offered to students who have achieved all content standards in a program whose desire is to pursue advanced study through investigation and in-depth research. Students are expected to work independently or in a team and consult with their supervising teacher for guidance. The supervising teacher will give directions, monitor, and evaluate the students' topic of study. Coursework may include various work-based learning experiences such as internships and job shadowing, involvement in a school-based enterprise, completion of a capstone project, and/or portfolio development. This course may be repeated for additional instruction and credit.</p>	

TECHNICAL STANDARDS

Students have achieved all program content standards and will pursue advanced study through investigation and in-depth research.

EMPLOYABILITY SKILLS FOR CAREER READINESS STANDARDS

Students have achieved all program content standards and will pursue advanced study through investigation and in-depth research.

SAMPLE TOPICS

- Mentally Ill
- Alternative Incarceration
- Transnational Organized Crime
- Geographic Information Systems