

Criminal Justice Fundamentals

Exam Information	Description														
Exam number 571	<p>The Criminal Justice Fundamentals industry certification exam assesses learners on three components of the criminal justice system: Police, Courts, and Corrections, and their place in American society.</p>														
Items 33															
Points 39	Exam Blueprint														
Prerequisites None	<table> <tr> <th>Standard</th><th>Percentage of exam</th></tr> <tr> <td>1. U.S. Criminal Justice System Functions</td><td>10%</td></tr> <tr> <td>2. History of Criminal Justice System</td><td>10%</td></tr> <tr> <td>3. Law Enforcement</td><td>21%</td></tr> <tr> <td>4. Judicial Components</td><td>28%</td></tr> <tr> <td>5. Corrections</td><td>26%</td></tr> <tr> <td>6. Career Readiness</td><td>5%</td></tr> </table>	Standard	Percentage of exam	1. U.S. Criminal Justice System Functions	10%	2. History of Criminal Justice System	10%	3. Law Enforcement	21%	4. Judicial Components	28%	5. Corrections	26%	6. Career Readiness	5%
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Recommended course length One semester															
National Career Cluster Law, Public Safety, Corrections & Security															
Performance standards Included (Optional)															
Certificate available Yes															

Standard 1

Students will be able to identify and describe the basic functions of the United States criminal justice system.

Objective 1 Students will study and describe aspects of the U.S. Constitution as it relates to Criminal Justice.

Objective 2 Students will explore and distinguish the three components (police, courts, and corrections) of the criminal justice system.

Standard 2

Students will examine and discuss the history of crime, data, and the goals of the criminal justice system to present day.

Objective 1 Students will examine the history of crime in the United States and its effect on the laws that have been created.

1. War on crime (prohibition, etc.)
2. War on drugs
3. War on terror
4. Cybercrime
5. Civil Rights
6. Human trafficking

Objective 2 Students will distinguish between the different types of crimes, how they are reported, and how crime statistics influence criminal justice policies and programs.

1. Property crimes
2. Crimes against persons
3. Public order crimes
4. Hate crimes
5. Organized crime

Objective 3 Students will compare and contrast the evolution of individual rights vs. ensuring public order.

Standard 3

Students will examine the Law Enforcement component of the criminal justice system.

Objective 1 Students will examine the purpose and function of the Police and their role in society.

Objective 2 Students will identify the legal aspects of policing.

1. Roles and responsibility of police officers.
2. Police ethics and abuse of power.
3. Laws regarding search and seizure.
4. Laws of detainment and arrest.
5. Interviews and interrogation of suspects.

Objective 3 Students will investigate and identify a current issue within the criminal justice system.

Standard 4

Students will examine the Judicial components of the criminal justice system.

Objective 1 Students will distinguish between state courts, federal courts, and the U.S. Supreme court.

1. General
2. Limited
3. Appellate

Objective 2 Students will identify the courtroom work groups and the function of a criminal trial.

1. Judge
2. Prosecutor
3. Defense attorney
4. Jury
5. Suspect/victim
6. Stages of trial

Objective 3 Students will describe the criminal sanctions imposed upon a person convicted of a crime.

1. Goals of punishment
2. Retribution
3. Incapacitation
4. Deterrence
5. Rehabilitation
6. Restoration

Standard 4 Performance Evaluation included below (Optional)

Standard 5

Students will examine the Corrections component of the criminal justice system.

Objective 1 Students will distinguish between probation and parole.

Objective 2 Students will identify the different goals of the adult and juvenile justice systems.

Objective 3 Students will explore the history of incarceration and differentiate between the jail and prison systems.

1. Jail
2. Prison
3. Prison life
4. Women
5. Juveniles
6. Death row

Objective 4 Students will examine and discuss prisoner rehabilitation, reentry, and recidivism.

Standard 5 Performance Evaluation included below (Optional)

Standard 6

Students will understand the importance of career readiness skills as it relates to the workplace and outlined in the SkillsUSA Framework – Level 1.

Objective 1 Understand and demonstrate the attitude of cooperation.

1. Develop awareness of cultural diversity and equality issues.
2. Demonstrate effective communication with others.
3. Apply team skills to a group project.
4. Identify and apply conflict resolution skills.

Objective 2 Understand and demonstrate the ability to be resourceful and innovative.

1. Discover self-motivation techniques and establish short-term goals.
2. Measure/modify short-term goals.
3. Review a professional journal and develop a three- to five-minute presentation

Objective 3 Plan for your future career.

1. Complete a self-assessment and identify individual learning styles.
2. Define future occupations.
3. Identify the components of an employment portfolio.
4. List proficiency in program competencies.
5. Complete a survey for employment opportunities.
6. Create a job application.
7. Assemble your employment portfolio.
8. Employability skills: evaluate program comprehension.

Objective 4 Understand and demonstrate the ability to manage a project.

1. Apply team skills to a group project.
2. Observe and critique a meeting.
3. Demonstrate business meeting skills.
4. Explore supervisory and management roles in an organization.
5. Identify and apply conflict resolution skills.
6. Demonstrate evaluation skills.
7. Manage a project and evaluate others.

Workplace Skills

- Communication
- Problem Solving
- Teamwork
- Critical Thinking
- Dependability
- Accountability
- Legal Requirements/Expectations
- Data Interpretation

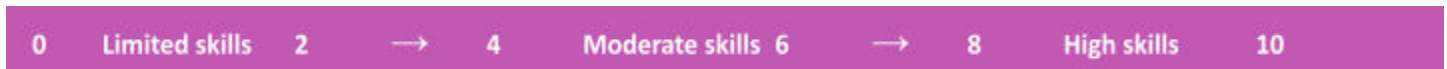
Criminal Justice Fundamentals

Performance assessments may be completed and evaluated at any time during the course. The following performance skills are to be used in connection with the associated standards and exam. To pass the performance standard the student must attain a performance standard average of 8 or higher on the rating scale. Students may be encouraged to repeat the objectives until they average 8 or higher.

Student's Name: _____

Class: _____

Performance standards rating scale



Standard 4 – Judicial Components

Score:

Students will investigate and discuss both sides of a current criminal justice issue of interest and provide recommendations within a presentation.

- ☐ Topic to be instructor approved.
- ☐ Presentations must include:
 - ☐ Introduction to the topic.
 - ☐ Main points of issue.
 - ☐ Three or more sources cited and referenced for each side of the issue.
 - ☐ Findings
 - ☐ Recommendations/conclusion
 - ☐ Reflection
- ☐ Presentation format is up to the instructor. (PPT, Google slides, video, oral, etc.)

Students will participate in the proceedings of a trial.

Options could include:

- ☐ View a criminal trial (in-person, virtual)
- ☐ Mock trial

Standard 5 – Corrections

Score:

Tour a correctional facility (in-person or virtual), then design a prison system and defend your position on the design. (Could be done individually or a group)

Design must include:

- ☐ Location
- ☐ Level of security
- ☐ Gender
- ☐ Capacity/# of cells
- ☐ Staffing
- ☐ Goals (rehabilitation, drug treatment, education, life skills, etc.)

Performance standard average score:

Evaluator Name: _____

Evaluator Title: _____

Evaluator Signature: _____

Date: _____