

Criminal Justice I

Primary Career Cluster:	Law, Public Safety, Corrections, & Security
Consultant:	Sloan Hudson, (615) 532-2839, Sloan.Hudson@tn.gov
Course Code(s):	5987
Prerequisite(s):	None
Credit:	1
Grade Level:	9-10
Graduation Requirements:	This course satisfies one of three credits required for an elective focus when taken in conjunction with other Law, Public Safety, Corrections, & Security courses.
Programs of Study and Sequence:	This is the first course in the <i>Criminal Justice and Correction Services</i> program of study.
Aligned Student Organization(s):	SkillsUSA: http://www.tnskillsusa.org Tracy Whitehead, (615) 532-2804, Tracy.Whitehead@tn.gov
Coordinating Work-Based Learning:	Teachers are encouraged to use embedded WBL activities such as informational interviewing, job shadowing, and career mentoring. For information, visit https://tn.gov/education/topic/work-based-learning .
Available Student Industry Certifications:	None
Dual Credit or Dual Enrollment Opportunities:	A statewide dual credit challenge examination exists for this course for students to earn dual credit at Tennessee public postsecondary institutions that offer criminal justice. For more information, please visit http://www.tn.gov/education/section/early-postsecondary .
Teacher Endorsement(s):	590, 750
Required Teacher Certifications/Training:	None
Teacher Resources:	https://tn.gov/education/article/cte-cluster-law-public-safety

Course Description

Criminal Justice I is the first course in the *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.

Program of Study Application

This is the first course in the *Criminal Justice and Correction Services* program of study. For more information on the benefits and requirements of implementing these programs in full, please visit the Law, Public Safety, Corrections, & Security website at <https://tn.gov/education/article/cte-cluster-law-public-safety>.

Course Standards

Criminal Justice System

- (1) Explore the history and development of the four areas of the Criminal Justice system: law enforcement, legal services, corrections, and private security. Create an annotated timeline that includes the development of each area and the development of the technology used in each area.
- (2) Design a diagram of the interrelatedness of the four areas of the Criminal Justice system. It should include:
 - (a) A list of careers supporting each area;
 - (b) A brief description of each career; and
 - (c) An analysis of the challenges and responsibilities of each area.

Law Enforcement and the Public

- (1) Examine the chain of command as it pertains to law enforcement leadership and officer responsibilities differentiating the leadership qualities and roles at each level. Identify and distinguish the impact of police sub-cultures. Produce a policy and procedure manual in which the roles and leadership expectations are outlined for each position and include a section outlining the characteristics and benefits of teamwork, leadership, and citizenship that apply to community, workplace, and school settings.

- (2) Evaluate the impact of ethics, confidentiality, character, and credibility on law enforcement careers. Justify the importance of personal traits such as integrity, respect, responsibility, confidentiality, and ethical behavior in the workplace and the impact they can have on career success.
- (3) Describe the law enforcement/public safety agency role in saving lives and the protection of lives and property. Anticipate how this role can cause stress for an officer and why physical fitness and proper nutrition are critical for officers and emergency responders.
- (4) Compare and contrast the fundamental features of civil and criminal issues within law enforcement. Connect each feature to actions an officer might use in the line of duty. Include a discussion of civil and criminal issues for officers related to their social media use/misuse.
- (5) Outline local, state, and federal law enforcement in the United States that includes for each level:
 - (a) Description;
 - (b) List of agencies;
 - (c) Responsibilities; and
 - (d) Role in emergency preparedness response and recovery.

Communication and Critical Thinking

- (1) Define communication and explain the differences between verbal and non-verbal communication. Describe the specific skills required of law enforcement officials in order to effectively communicate and interact 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. Create a training artifact outlining the plan to be used by new criminal justice employees.
- (2) Analyze and practice asking significant questions to clarify various points of view. Demonstrate the use of inductive and deductive reasoning and questioning to solve predictable and unpredictable work-related problems.
- (3) Demonstrate a variety of appropriate and effective methods of communicating with the public, including techniques such as professional demeanor, active listening, empathy, projecting a confident tone of voice, paraphrasing, and the proper use of nonverbal body language. Identify

different types of non-verbal communication skills such as body language and micro expressions. Demonstrate these skills in a peer interview setting. Articulate changes in body language and micro expressions in a brief observation report.

- (4) Research de-escalation techniques and their application in various settings. Demonstrate the techniques using role-play. Create a list of possible school based conflicts and discuss how de-escalation techniques could be applied to each.
- (5) Analyze critical thinking and problem solving skills used to manage emergency situations. In a simulated emergency response situation, utilize written, electronic, and verbal communication skills while applying critical thinking and problem resolution.

The Judicial Process

- (1) Identify and differentiate the members of a court work group including, but not limited to: judge, prosecutor, defense attorney, bailiff, clerk, and jury. Analyze the similarities, differences, and interactions between local, state, and federal court systems, and develop an organizational chart of all work groups within the court systems required to conduct a criminal trial and a civil trial. Create a visual depiction of the stages of a criminal trial that includes the roles and authority of the workgroups in each stage.
- (2) Analyze various pre-trial activities including:
 - (a) Pretrial motions;
 - (b) Jury selection;
 - (c) Plea bargaining;
 - (d) Bail bonds;
 - (e) Arraignments/initial appearance;
 - (f) Grand jury; and
 - (g) Preliminary hearings.
- (3) Communicate in a clear and coherent narrative, the importance of physical and testimonial evidence, chain of custody, and witness testimony. Explain how evidence is obtained, and the issues surrounding admissibility.

- (4) Compare and contrast the burden of proof strategies used by the prosecution and defense. Survey court transcripts and identify strategies used by the prosecution and defense pointing out strategies and their relationship to the verdict.

Crime Control, Due Process, and the Constitution

- (1) Examine the crime control and due process models of criminal justice and how they relate, examining their application to the concepts of crime, victimization, and criminal behavior along with the powers and restrictions that pertain to law enforcement. Address the significance of the Broken Windows Theory as it relates to criminal behavior.
- (2) Explore the rights of the accused guaranteed by the United States Constitution in Amendments 1, 4, 5, 6, 7, 8, and 14. Review and defend landmark cases and determine effects on law enforcement policy, and corrections policy (search and seizure, exclusionary rule, *Miranda*, and rights of incarcerated individuals). Create a flow chart to depict the processing of an offender through the criminal justice system citing laws, procedures, and policies that protect the offender's rights.

Sentencing and Corrections

- (1) Summarize the evolution of corrections in America from the Colonial Period to the current century. Create an annotated timeline or infographic that identifies milestones in the industry that led to today's corrections institutions. Explore various types of punishments legislated by the *Public Safety Act of 2016*. Research state data to determine sentencing rates related to:
 - (a) Imprisonment;
 - (b) Fines;
 - (c) Probation;
 - (d) Graduated sanctions;
 - (e) Community corrections;
 - (f) Capital punishment; and
 - (g) Alternative programs.
- (2) Evaluate the sentencing guidelines for misdemeanors and felonies in Tennessee. Illustrate sentencing practices using Tennessee Department of Correction data for the top three most commonly occurring offenses in at least three misdemeanor and three felony classes.

- (3) Research community sanctions used as sentencing options. Describe each and examine their roles as they relate to rehabilitation and recidivism. Organize the information into a visual, oral, and/or written presentation citing examples from actual cases.
- (4) Compare and contrast prisons and jails along with the working environment of each. Evaluate prison management systems and corrections officers' obligations under the law. Include a discussion of deliberate indifference and prisoners' rights.

Juvenile Justice

- (1) Evaluate reasons why the juvenile system separated from the adult legal system. Explain the structure and processes of the juvenile detention system including arrest procedures, intake, pretrial diversion, and transfer to adult court. Develop an argumentative essay on the efforts underway in the state to address the problem of graduated sanctions and evaluate the effectiveness of such efforts to date by developing appropriate claim(s) and counterclaim(s).
- (2) Research landmark juvenile cases and the rights of juveniles. Use research findings to communicate the similarities and differences between the juvenile justice system and the adult system. Discuss pros and cons of each system in a classroom debate or an oral presentation.

The following artifacts will reside in the student's portfolio:

- (1) Annotated timeline;
- (2) Policy and procedure manual;
- (3) Training artifact;
- (4) Stages of the criminal trial; and
- (5) Graduated sanctions essay.

Standards Alignment Notes

*References to other standards include:

- P21: Partnership for 21st Century Skills [Framework for 21st Century Learning](#)
 - Note: While not all standards are specifically aligned, teachers will find the framework helpful for setting expectations for student behavior in their classroom and practicing specific career readiness skills.
- *Building Trust Between the Police and the Citizens They Serve*. (2007). Retrieved from U.S. Department of Justice, Office of Community Oriented Policing Services: <http://www.theiacp.org/portals/0/pdfs/buildingtrust.pdf>

Criminal Justice II

Primary Career Cluster:	Law, Public Safety, Corrections, & Security
Consultant:	Sloan Hudson, (615) 532-2839, Sloan.Hudson@tn.gov
Course Code(s):	5988
Prerequisite(s):	<i>Criminal Justice I</i> (5987)
Credit:	1
Grade Level:	10-11
Graduation Requirements:	This course satisfies one of three credits required for an elective focus when taken in conjunction with other Law, Public Safety, Corrections, & Security courses.
Programs of Study and Sequence:	This is the second course in the Criminal Justice and Correction <i>Services</i> program of study.
Aligned Student Organization(s):	SkillsUSA: http://www.tnskillsusa.org Tracy Whitehead, (615) 532-2804, Tracy.Whitehead@tn.gov
Coordinating Work-Based Learning:	Teachers are encouraged to use embedded WBL activities such as informational interviewing, job shadowing, and career mentoring. For information, visit https://tn.gov/education/topic/work-based-learning .
Available Student Industry Certifications:	None
Dual Credit or Dual Enrollment Opportunities:	There are no known dual credit/dual enrollment opportunities for this course. If interested in developing, reach out to a local postsecondary institution to establish an articulation agreement.
Teacher Endorsement(s):	590, 750
Required Teacher Certifications/Training:	None
Teacher Resources:	https://tn.gov/education/article/cte-cluster-law-public-safety

Course Description

Criminal Justice II is the second course in the *Criminal Justice and Correction Services* program of study. Upon completion of this course, proficient students will understand the impact of the U.S. Constitution on law enforcement, law enforcement, and police procedures, alcohol and beverage laws, sentencing, and the importance of communications and professionalism in law enforcement.

Program of Study Application

This is the second course in the *Criminal Justice and Correction Services* program of study. For more information on the benefits and requirements of implementing this program in full, please visit the Law, Public Safety, Corrections, & Security website at <https://tn.gov/education/article/cte-cluster-law-public-safety>.

Course Standards

Careers, Professionalism & Ethics

- (1) Prepare a career profile for at least one occupation in each of the following career areas: law enforcement, probation, parole, corrections and security. Use print, online, and/or personal interview sources to capture, at minimum, the following:
 - (a) Job description;
 - (b) Essential knowledge and skills needed for the career;
 - (c) Program or path of study to reach occupational goals, beginning with high school and proceeding through postsecondary and/or military options;
 - (d) Licensure and credentialing requirements; and
 - (e) Non-educational job requirements such as physical fitness tests, minimum age, polygraph and background checks, and psychological evaluations.
- (2) Survey components of physical and psychological health and well-being for criminal justice professionals. Design and implement a personal plan for achieving and maintaining an acceptable level of nutrition, strength and agility, psychological health, and a lifetime fitness mindset.
- (3) Discuss the importance of professionalism and proper ethical decision making that applies to various criminal justice careers. Include a discussion of rules and regulations used to instill

professional and ethical behavior by individuals employed in the various sectors of the criminal justice system to include the sharing of confidential information by these individuals.

Communication and Critical Thinking

- (1) Demonstrate effective communication in various situations. Relate the ideas and concepts of both verbal and written communication with suspects, victims, general public, other officers, and court affiliates. Demonstrate skills required for using radio and data communication along with the skill of taking notes from a verbal narrative.
- (2) Defend the importance of strong community relations. Analyze how elements of the community system interact with each other and create a community outreach program to increase the law enforcement/community bond. Assess real-world scenarios by interpreting information and use situational management concepts to find optimal resolutions for conflicts.
- (3) Apply appropriate problem-solving strategies and critical-thinking skills to work-related issues and tasks using conflict-resolution, anger-management skills, escalation/de-escalation techniques, and procedures to resolve problems. Research emergency response and create an emergency response plan, then role play the implementation of the response plan using the above skills and criminal justice vocabulary.

Law Enforcement and Police Procedure

- (1) Identify compliance issues facing public security professionals in various agencies from private security to local, state, and federal law enforcement agencies including:
 - (a) The importance of the private security and public safety Code of Ethics;
 - (b) The need to comply with department policy and federal guidelines;
 - (c) The importance of a daily individual patrol and location action plan; and
 - (d) Liability of individuals in private and public security.
- (2) Using the SkillsUSA criminal justice competition requirements demonstrate the following techniques:
 - (a) Proper handcuffing;
 - (b) Traffic stop safety;
 - (c) High-risk traffic stop safety;

- (d) Building search and clearing (may be done virtually);
 - (e) Search of persons (frisk vs. search);
 - (f) Basic self-defensive tactics (may be done virtually);
 - (g) Road side interview techniques;
 - (h) Basic response to calls for service;
 - (i) Basic First Aid and CPR overview; and
 - (j) Techniques for restraining individuals without violating their individual rights.
- (3) Demonstrate proper techniques for evidence collection including packaging and initiation of chain of custody during a systematic search of a simulated crime scene. Create a visual outlining the most common types of physical evidence, collection methods, proper packaging techniques, and chain of custody documentation.
- (4) Analyze the elements of criminal acts according to Tennessee laws, including Alcoholic Beverage Code, Family Code, Penal Code, Health and Safety Code, and Criminal Code of Procedure; define crime categories and respective punishments according to the Tennessee Code Annotated.

Law and the Constitution

- (1) Summarize the six types of laws (criminal, civil, case, administrative, statutory, common), and discuss the purpose of each. Develop a graphic organizer to draw connections among sample laws for each type, relevant legal concepts such as burden of proof, and applicable defenses and punishments.
- (2) In the context of crime control and due process, analyze constitutional impacts on law enforcement and correctional officers' duties including a range of constitutional issues such as interviews, interrogations, arrests, and detainment. Analyze and discuss the constitutional limits on law enforcement agencies including the laws of arrest, search and seizure, admission of evidence, and confessions. Apply constitutional interpretation to specific fact-based scenarios in law enforcement as they relate to these concepts.
- (3) Compare and contrast interrogation techniques used by law enforcement personnel. Demonstrate in a role-play scenario interrogation techniques such as rapport building, questioning, and documenting the interviews and interrogations while maintaining the constitutional rights of suspects and victims.

- (4) Summarize standards of proof and their application to adult and juvenile cases. Synthesize information in a mock investigation combined with relevant common and statutory law to create a warrant application that demonstrates probable cause. Survey court transcripts and verify the reasonableness of searches and seizures based on interpretations of the 4th Amendment.
- (5) Create an informative product for the accused which describes the criminal process, and the types of criminal defenses related to the situation in which each is used. Use appropriate legal terminology including, but not limited to, mens rea, actus reus, mala prohibita, and mala in se.

Alcohol and Beverage Laws

- (1) Define alcoholic beverages and differentiate between legal and illegal alcohol sales. Cite state laws to support analysis of the differences. Investigate organizations that have formed over the past century to combat the negative effects of alcohol abuse in teens and adults. Relate how legislation and law enforcement practices have changed due to the efforts of these organizations.
- (2) Research laws and procedures utilized by law enforcement to address offenses for driving while intoxicated and driving under the influence. Compile the research into an oral, visual, or digital presentation, citing landmark cases upholding these laws.
- (3) Survey the National Highway Traffic and Safety Administration (NHTSA) safety desk book for guidelines related to alcohol and drug-impaired driving. Create a public service announcement addressing both driving under the influence and distracted driving/texting using NHTSA information and present it to other students at the school/the student body.

Corrections

- (1) Evaluate the booking and classification system involved in placing inmates in a correctional facility. Develop an understanding regarding prison life and daily operations in a correctional facility then create an informational artifact as a guide for civilians.
- (2) Review the *Public Safety Act of 2016*. Differentiate parole, probation, intermediate sanctions, graduated sanctions, and community corrections. Define each term and explain the interrelationship of the concepts, addressing both law enforcement and social issues in criminal justice. Debate contemporary issues in the field including prison over-crowding, growing caseloads for probation officers, use of evidence-based practices, and the changing landscape of community corrections.

Statistics and Trends

- (1) Describe public safety agency roles in preventing terrorism, enhancing security, managing border security, securing cyberspace, and preparing for and responding to emergencies and disasters. Investigate current national and global issues concerning terrorism and homeland security citing policies related to each. Understand the role of cyber-security professionals within the homeland defense community and the methods and techniques used to combat public and private cyber-attacks.
- (2) Compare sources of information such as UCR, NIBRS, and NCVS that are used for analyzing statistics which include calls for service, incident reports, field interview cards, investigative reports, supplemental reports, interviews, surveys, questionnaires, and city planning and demographic information. Review the TBI's annual Crime in Tennessee reports as a comparison to the UCR, NIBRS, and NCVS. Utilize the information to determine trends, patterns and impact.
- (3) Evaluate the impact of various types of crime based on cost, the social or psychological effect it has on individuals, and the impact it has upon the entire neighborhood or community. Using local, state, and federal statistics, determine trends and patterns in both juvenile and adult criminal activity and related problems.

The following artifacts will reside in the student's portfolio:

- (1) Career profiles;
- (2) Most common types of physical evidence visual;
- (3) Organizer of types of law;
- (4) Criminal process informative product; and
- (5) Family corrections artifact.

Standards Alignment Notes

*References to other standards include:

- P21: Partnership for 21st Century Skills [Framework for 21st Century Learning](#)
 - Note: While not all standards are specifically aligned, teachers will find the framework helpful for setting expectations for student behavior in their classroom and practicing specific career readiness skills.

Criminal Justice III: Forensic Criminal Investigations

Primary Career Cluster:	Law, Public Safety, Corrections, & Security
Consultant:	Sloan Hudson, (615) 532-2839, Sloan.Hudson@tn.gov
Course Code(s):	5989
Prerequisite(s):	<i>Criminal Justice II</i> (5988)
Credit:	1
Grade Level:	11-12
Graduation Requirements:	This course satisfies one of three credits required for an elective focus when taken in conjunction with other Law, Public Safety, Corrections, and Security courses.
Programs of Study and Sequence:	This is the third course in the <i>Criminal Justice and Correction Services</i> program of study.
Aligned Student Organization(s):	SkillsUSA: http://www.tnskillsusa.org Tracy Whitehead, (615) 532-2804, Tracy.Whitehead@tn.gov
Coordinating Work-Based Learning:	Teachers are encouraged to use embedded WBL activities such as informational interviewing, job shadowing, and career mentoring. For information, visit https://tn.gov/education/topic/work-based-learning .
Available Student Industry Certifications:	None
Dual Credit or Dual Enrollment Opportunities:	There are no known dual credit/dual enrollment opportunities for this course. If interested in developing, reach out to a local postsecondary institution to establish an articulation agreement.
Teacher Endorsement(s):	590, 750
Required Teacher Certifications/Training:	None
Teacher Resources:	https://tn.gov/education/article/cte-cluster-law-public-safety

Course Description

Forensic Criminal Investigations is the third course designed to equip students with the knowledge and skills to be successful in the sciences of criminal investigations. Students will learn terminology and investigation skills related to the crime scene, aspects of criminal behavior, and applications of the scientific inquiry to solve crimes. By utilizing the scientific inquiry method, students will obtain and analyze evidence through simulated crime scenes and evaluation of case studies. Upon completion of this course, proficient students will be able to identify careers in forensic science and criminology, summarize the laws that govern the application of forensic science, and draw key connections between the history of the forensic science system and the modern legal system.

Program of Study Application

This is the third course in the *Criminal Justice and Correction Services* program of study. For more information on the benefits and requirements of implementing this program in full, please visit the Law, Public Safety, Corrections, and Security website at <https://tn.gov/education/article/cte-cluster-law-public-safety>.

Course Standards

Scope and Development of Forensic Science

- (1) Articulate important historical events and contributors impacting the evolution of forensic science and crime scene investigation in the United States. Contributors should include, but are not limited to, Locard, Orfila, Bertillon, Galton, Goddard, and Bass. Use a timeline or other graphic to illustrate the major developments from the 16th century to today, citing specific textual evidence from textbooks, online and print journals, and other websites. Include any legislation that mandates the practice of forensic science.
- (2) Define the term “criminalistics.” Research a case study that involved a criminalist and report on how the individual’s involvement in the case made a difference in the outcome. Cite evidence from textbooks, online and digital professional journals, and case studies to support claims. Include not only physical evidence analysis but also the application of physical and natural sciences.
- (3) Describe the eleven sections of forensic science as defined by the American Academy of Forensic Science and discuss associated laws that guide scientific work in forensics. Develop a visual or graphic presentation to explain the roles and functions of each and relate to law and public safety careers studied in previous courses.

- (4) Develop an argumentative essay that makes a claim about the influence of media on the practices of crime investigations, citing a specific trial and the investigation leading up to it. Discuss the differences between the gathering and presenting of crime scene evidence and the depiction of that system in movies and television. Develop claim(s) and counterclaim(s) without prejudice, supplying data and text-based evidence from sources consulted.

- (5) Citing information found on websites in the forensic links section of the American Academy of Forensic Science, news media, and legislation, describe the evolution of the modern crime laboratory. Discuss the features of present-day crime labs, including the differences between public and private. Explore how they have changed law enforcement and the conviction of criminals, their services and capabilities, and the new or emerging technologies they use.

Career Planning

- (1) Using the American Academy of Forensic Science and Young Forensic Scientist Forum, investigate occupations within forensic science. Demonstrate an understanding of each occupation by accurately articulating the following:
 - (a) Roles and responsibilities of the position;
 - (b) Comparison of similar careers available in local, state, federal, and military systems; and
 - (c) Educational, training, and certification requirements.

- (2) Develop a career profile for at least three occupations related to forensic science and criminal investigations, using print, online, and/or personal interview sources to capture at minimum the following:
 - (a) Job description;
 - (b) Essential knowledge and skills needed for the career;
 - (c) Program or path of study to reach occupational goals, beginning with high school and proceeding through postsecondary;

- (d) Licensure and credentialing requirements; and
- (e) Non-educational job requirements such as physical fitness tests, minimum age, and psychological evaluations.

Elements of Investigation

- (1) Compare and contrast the roles and responsibilities of parole and probation officers with that of law enforcement officers in relation to search and seizure. Explain how evidence collected by the parole/probation officer might be used in court. Research cases such as *Dulin v. State of Indiana* and determine how the exclusionary rule was applied in each case.
- (2) Design a tutorial for a new law enforcement officer that outlines the steps in crime scene documentation. Include the following information:
 - (a) First responder responsibilities;
 - (b) Preliminary survey;
 - (c) Crime scene search methods including triangulation, rectangular coordinates, straight-line methods, and transecting baseline coordinates;
 - (d) Identification and marking of evidence;
 - (e) Narrative description;
 - (f) Administrative notes;
 - (g) Photography;
 - (h) Sketching/Diagramming; and

- (i) Evidence recovery log.
- (3) Review the legal and acceptable methods for collecting, packaging, and preserving physical evidence and the initiation and maintenance of the chain of custody. Using a mock crime scene:
- (a) Document the crime scene using the steps identified in standard 9;
 - (b) Demonstrate proper methods of evidence collection and packaging; and
 - (c) Initiate the chain of custody for each piece of evidence collected.
- (4) Identify emerging technologies and techniques being utilized by law enforcement while gathering and processing evidence at a crime scene and in the laboratory. Review a current or recent court case that utilized one of these technologies or techniques. Write an argumentative essay debating if the technology could be an infringement on the defendant's rights. An example would be maintaining a database of DNA from birth.

Physical Evidence Analysis

For each of the standards in this section, evaluate court case studies related to each concept.

- (1) Investigate the science surrounding the physical properties of matter and explain how they are related to the role of the law enforcement officer when collecting evidence. Apply the principles of temperature, weight and mass, density, and refractive index in the context of forensic science.
- (2) Explain the physical composition of glass and relate the characteristics of various types such as tempered and laminated. Demonstrate the skill of identifying the classifications of glass fragments and calculate the projectile path by examining glass fractures at a simulated scene.
- (3) Examine the forensic tools used in a field sobriety test and a blood alcohol test and describe legal guidelines that must be followed when performing each of these tests as they relate to the constitutional rights of suspects. Evaluate concepts of toxicology and metabolism of alcohol and determine the effects of alcohol on persons of different weights, ages, and genders.

- (4) Evaluate a death related to chemicals that can be harmful or poisonous to the human body, such as drugs or carbon monoxide. Describe the process for collecting and preserving toxicology evidence and the techniques used for detecting the type of substance.
- (5) Analyze the scientific basis of tests performed on various body fluids and/or stains at a crime scene to determine their origins. Demonstrate collection of simulated body fluids from a staged crime scene to preserve and prevent contamination of the sample. Include in the demonstration compliance with OSHA standards of practice when dealing with blood and body fluids.
- (6) Describe the techniques used to excavate bones from a crime scene and the methods for distinguishing human bones from animal bones. Identify the parameters for determining the age, sex, and possible ethnicity of a human skull.
- (7) Review an autopsy report to determine the time and cause of death through evaluation of body temperature, rigor mortis, post mortem lividity, appearance of eyes, skin color, and presence of entomology. Document findings in an informative essay or other report.
- (8) Debate in a written or oral presentation how DNA testing and the Combined DNA Index System (CODIS) have changed the criminal justice system, citing evidence from professional print or digital journals, case studies, court cases, or interviews with law enforcement or forensic scientists to develop claim(s) and counterclaim(s).
- (9) Document the interpretation of a simulated bloodstain pattern, including the following information:
 - (a) Data gathered from pattern analysis concerning the violent event;
 - (b) Impact of surface texture, directionality, and angle on pattern;
 - (c) Calculation of angle of impact;
 - (d) Methods to determine the area of convergence and area of origin for impact spatter patterns;

- (e) Whether the spatter is classified as a low-, medium-, or high-velocity impact spatter;
 - (f) How the pattern was created and distinguishing features; and
 - (g) Type of spatter.
- (10) Compare and contrast the physical and microscopic properties of human hair vs. animal hair. Demonstrate the skills of collecting and preserving hair evidence at a simulated crime scene.
- (11) Explain the automated fingerprint identification system (AFIS), why it was developed, and how it is currently being utilized in law enforcement. Demonstrate the procedure for detecting fingerprints, developing latent prints, and preserving developed prints.
- (12) Identify the recognizable characteristics, from bullets and cartridge casings, at a staged crime scene or from a case study. Explain in a graphic presentation how these characteristics are placed in the National Integrated Ballistics Information Network and the uses of the network by local, state, and federal law enforcement.
- (13) Research the concepts surrounding bullet trajectory and its uses in criminal investigations for determining victim and suspect locations and movements at a crime scene. Prepare a professional written report summarizing this information.
- (14) Compare and contrast the various forensic techniques used at a crime scene and in the laboratory to determine gunpowder residue, shoe prints, tool marks, tire marks, and bite marks. Provide a full explanation of each test.

The following artifacts will reside in the student's portfolio:

- (1) Influence of media essay;
- (2) Career profiles;
- (3) Autopsy essay;
- (4) Crime scene documentation; and
- (5) Photographs and narratives of evidence collection.

Standards Alignment Notes

*References to other standards include:

- P21: Partnership for 21st Century Skills [Framework for 21st Century Learning](#)
 - Note: While not all standards are specifically aligned, teachers will find the framework helpful for setting expectations for student behavior in their classroom and practicing specific career readiness skills.

Criminal Justice Practicum

Primary Career Cluster:	Law, Public Safety, Corrections, & Security
Consultant:	Sloan Hudson, (615) 532-2839, Sloan.Hudson@tn.gov
Course Code(s):	TBD
Prerequisite(s):	<i>Criminal Justice I (5987), Criminal Justice II (5988), Criminal Justice III (5989)</i>
Credit:	1
Grade Level:	11-12
Graduation Requirements:	This course satisfies one of three credits required for an elective focus when taken in conjunction with other Law, Public Safety, Corrections, and Security courses.
Programs of Study and Sequence:	This is the fourth course in the <i>Law Enforcement and Correction Services</i> program of study.
Aligned Student Organization(s):	SkillsUSA: http://www.tnskillsusa.org Tracy Whitehead, (615) 532-2804, Tracy.Whitehead@tn.gov
Coordinating Work-Based Learning:	Teachers are encouraged to use embedded WBL activities such as informational interviewing, job shadowing, and career mentoring. For information, visit https://tn.gov/education/topic/work-based-learning .
Available Student Industry Certifications:	None
Dual Credit or Dual Enrollment Opportunities:	There are no known dual credit/dual enrollment opportunities for this course. If interested in developing, reach out to a local postsecondary institution to establish an articulation agreement.
Teacher Endorsement(s):	590, 750
Required Teacher Certifications/Training:	None
Teacher Resources:	https://tn.gov/education/article/cte-cluster-law-public-safety

Course Description

Criminal Justice Practicum is a capstone course in the *Law Enforcement and Correction Services* program of study that provides a practicum experience for students as they develop an understanding of professional and ethical issues. The capstone course will be based on the knowledge and skills from previous courses in the *Law Enforcement and Correction Services* program of study. Upon completion of the course, students will be proficient in components of communication, critical thinking, problem solving, information technology, ethical and legal responsibilities, leadership, and teamwork. Instruction may be delivered through school-based laboratory training or through work-based learning arrangements such as cooperative education, mentoring, and job shadowing.

Program of Study Application

This is the fourth course in the *Law Enforcement and Correction Services* program of study. For more information on the benefits and requirements of implementing this program in full, please visit the Law, Public Safety, Corrections, and Security website at <https://tn.gov/education/article/cte-cluster-law-public-safety>.

Course Standards

Course Requirements

This capstone course aligns with the requirements of the Work-Based Learning Framework (established in Tennessee State Board High School Policy), with the Tennessee Department of Education's Work-Based Learning Policy Guide, and with state and federal Child Labor Law. As such, the following components are course requirements:

- (1) A student will have a Personalized Learning Plan that identifies long-term goals, demonstrates how the Work-Based Learning (WBL) experience aligns with his or her elective focus and/or high school plan of study, addresses how the student plans to meet and demonstrate the course standards, and addresses employability skill attainment in the following areas:
 - (a) Application of academic and technical knowledge and skills (embedded in course standards);
 - (b) Career knowledge and navigation skills;

- (c) 21st Century learning and innovation skills; and
- (d) Personal and social skills.

Postsecondary and Career Preparation

- (1) Create a career development timeline outlining activities that will increase employment opportunities for a criminal justice candidate; include educational opportunities, entry-level job experiences, and volunteer plans for the time between high school graduation and the law enforcement job application at twenty-one years of age.
- (2) Research the range of credentials one can earn within the Criminal Justice (CJ) system. Investigate both in-state and out-of-state postsecondary programs in a variety of CJ fields. Synthesize research conducted in previous Law Enforcement and Corrections Services program of study courses to update the portfolio career plan to achieve post-high school goals.
- (3) Search for the resumes of CJ professionals retrieved from the websites of systems, companies, organizations, or professional networks. Discuss what is typically included in the resumes of these professionals, compare and contrast several examples, and create a personal resume modeled after elements identified in the search.
- (4) Research and select a CJ system for a project in the CJ field. Cite specific textual evidence from the organization's literature, as well as independent news articles, to summarize:
 - (a) The mission and history of the organization;
 - (b) Headquarters and organizational structure;
 - (c) Services provided;
 - (d) Credentials required for employment and how they are obtained and maintained;
 - (e) Policies and procedures;

- (f) Reports, newsletters, and other documents published by the organization; and
 - (g) Website and contact information.
- (5) Simulate the experience of conducting a job search by researching local employment options. In preparation for a future career in CJ, complete an authentic job application form and compose a cover letter following guidelines specified in the vacancy announcement.
- (6) Participate in a mock interview. Prior to the interview, research tips on dress and grooming, most commonly asked interview questions, appropriate conduct during an interview, and recommended follow-up procedures. Highlight sample work compiled in the portfolio that illustrates mastery of specific skills attained in the program of study. Upon completion of the interview, write a thank you letter to the interviewer in a written or email format.

Professionalism and Ethics

- (1) Research a case study involving an ethical issue related to criminal justice. Examine a variety of perspectives surrounding the issue, then develop an original analysis explaining the impact of the issue on those involved, using persuasive language and citing evidence from the research.
- (2) Investigate current issues surrounding professionalism in criminal justice. Examine a variety of perspectives surrounding the professionalism of officers, then develop an original analysis explaining the impact of the issue on those involved, using persuasive language and citing evidence from the research.

Transferring Course Concepts to Practicum

- (1) Apply skills and knowledge from previous courses in an authentic work-based learning internship, job shadow, or classroom-based project. Develop a plan to demonstrate skills outlined in previous courses.
- (2) Create and continually update a personal journal to document skills learned during the practicum and draw connections between the experience and previous course content by reflecting on:

- (a) Tasks accomplished and activities implemented;
- (b) Positive and negative aspects of the experience;
- (c) How challenges were addressed;
- (d) Team participation in a learning environment;
- (e) Comparisons and contrasts between classroom and work environments;
- (f) Interactions with colleagues and supervisors;
- (g) Personal career development; and
- (h) Personal satisfaction.

Portfolio

- (1) Update materials from coursework to add to the portfolio started in Criminal Justice I to illustrate mastery of skills and knowledge outlined in the previous courses and applied in the practicum. The portfolio should reflect thoughtful assessment and evaluation of the progression of work involving the application of criminal justice and corrections skills. The following documents will reside in the career portfolio:
 - (a) The career plan developed and revised in prior courses;
 - (b) Resume;
 - (c) List of responsibilities undertaken through the course;
 - (d) Artifacts of project outcomes;

- (e) Periodic journal entries reflecting on tasks and activities;
- (f) Feedback from instructor and/or supervisor based on observations; and
- (g) Transcripts or other evidence of certifications obtained throughout the program of study.

Communication of Project Results

- (1) Upon completion of the practicum, develop a technology-enhanced presentation showcasing highlights, challenges, and lessons learned from the experience. The presentation should be delivered orally, but supported by relevant graphic illustrations, such as diagrams, drawings, videos, and photographs. Prepare the presentation in a format that could be presented to both a health care professional and non-health care professional audience, as well as for a career and technical student organization (CTSO) competition.

Standards Alignment Notes

*References to other standards include:

- P21: Partnership for 21st Century Skills [Framework for 21st Century Learning](#)
 - Note: While not all standards are specifically aligned, teachers will find the framework helpful for setting expectations for student behavior in their classroom and practicing specific career readiness skills.

Pre-Law I

Primary Career Cluster:	Law, Public Safety, Corrections, & Security
Consultant:	Sloan Hudson, (615) 532-2839, Sloan.Hudson@tn.gov
Course Code(s):	TBD
Prerequisite(s):	None
Credit:	1
Grade Level:	9
Graduation Requirements:	This course satisfies one of three credits required for an elective focus when taken in conjunction with other Law, Public Safety, Corrections, & Security courses.
Programs of Study and Sequence:	This is the first course in the Pre-Law program of study.
Aligned Student Organization(s):	SkillsUSA: http://www.tnskillsusa.org Tracy Whitehead, (615) 532-2804, Tracy.Whitehead@tn.gov
Coordinating Work-Based Learning:	Teachers are encouraged to use embedded WBL activities such as informational interviewing, job shadowing, and career mentoring. For information, visit https://tn.gov/education/topic/work-based-learning .
Available Student Industry Certifications:	None
Dual Credit or Dual Enrollment Opportunities:	There are no statewide dual credit/dual enrollment opportunities for this course. If interested in establishing a local opportunity, reach out to your local postsecondary institution.
Teacher Endorsement(s):	590, 750
Required Teacher Certifications/Training:	None
Teacher Resources:	https://tn.gov/education/article/cte-cluster-law-public-safety

Course Description

Pre-Law I is the first course designed to prepare students to pursue careers in the field of law. Upon completion of this course, a proficient student will be able to describe career planning and compliance, foundations of the legal system, organization of the law and public safety system, basic constitutional protections, and types of law. In addition, students will model the professional, moral, and ethical standards required of professionals in the field of law.

Program of Study Application

This is the first course in the *Pre-Law program* of study. For more information on the benefits and requirements of implementing these programs in full, please visit the Law, Public Safety, Corrections, & Security website at <https://tn.gov/education/article/cte-cluster-law-public-safety>.

Course Standards

Career Planning and Compliance

- (1) Investigate occupations that make up legal services. Demonstrate an understanding of each occupation by accurately articulating the following:
 - (a) Job description;
 - (b) Roles and responsibilities of the position;
 - (c) Essential knowledge and skills needed for the career;
 - (d) Comparison of similar careers available in state, federal, and military legal systems;
 - (e) Educational, training, and certification requirements;
 - (f) Licensure and credentialing requirements.

Foundations of the Legal System

- (1) Articulate important historical events and milestones (such as European influences) impacting the evolution of the current legal system in the United States. Include a description of the evolution of the modern legal system to address terrorism, cybercrimes, and hate crimes. Use a timeline or other graphic to illustrate the major developments from the colonial period to today, citing specific textual evidence from research.

- (2) Compare and contrast requirements and duties for the executive and legislative branches, and examine the function of the judicial system as it relates to both branches. Include an explanation of the function of the system of checks and balances.
- (3) Create an artifact illustrating the role of the courts at the local, county, state, and federal levels including an explanation of procedural law at each level.
- (4) Create a graphic organizer to illustrate the structure of the relationships among key players in the legal system (including law enforcement organizations, legal service providers, corrections agencies, and security agencies) in the handling of crimes and of those who commit them.
- (5) Summarize the six types of laws (criminal, civil, administrative, statutory, common, constitutional), and discuss the purpose of each. Develop a graphic organizer to draw connections among sample laws for each type, relevant legal concepts such as burden of proof, and applicable defenses and punishments.

Basic Constitutional Protections

- (1) Explore the history of the first amendment and the five basic freedoms it covers: religion, speech, press, assembly, and petitions. Research current issues related to each freedom and the protections guaranteed to citizens. Create a scenario or campaign that applies the protections to students in a school setting for one of the freedoms. Review case law that applies to the scenario or campaign and write a case brief summarizing the issues, the rule of law, the action, and the holding.
- (2) Interpret the Bill of Rights as it applies to the defendant. Create an artifact that summarizes each amendment and gives an example of its application. Choose one amendment and compose a short article that explains how the amendment ensures a fair trial.
- (3) Outline the individual protections provided by the Fourth Amendment and illustrate in an informative narrative what can be considered a “reasonable expectation of privacy.” Explore landmark cases such as *New Jersey v. T.L.O.* and *Katz v. U.S.*, and discuss in groups the expectations by students of privacy on school property with respect to search and seizure.
- (4) Summarize the Exclusionary Rule and explain in an oral argument or written narrative how it applies to the Fourth Amendment (*Mapp v. Ohio*) and the Fifth Amendment (*Miranda v. Arizona*). Describe the relationship of the fruit of the poisonous tree doctrine to the exclusionary rule (*Silverthorne Lumber Co. v. United States*).

Ethics

- (1) Collect codes of ethics from professional organizations in legal services including Tennessee Rules of Professional Conduct, Tennessee Code of Judicial Conduct, and Federal Code of Conduct and examine areas of commonality. Synthesize principles from the codes of ethics to create a personal code of ethics.
- (2) Examine real-world situations that involve ethical dilemmas and the application of correct professional conduct as highlighted in recent news articles. Craft an argumentative essay making a claim about the importance of ethics and professional standards for persons working in legal services, citing examples from case studies to argue for the relevance of professional codes of conduct.
- (3) Analyze how the influence of diverse cultures and customs impacts the field of legal services. Describe the importance of cultural differences when making decisions within the context of criminal, civil, and immigration law.

Organization and Operations of Law and Public Safety Agencies

- (1) Differentiate between the various agencies in the Law and Public Safety sector at the local, state, and national levels by describing their jurisdiction, roles and responsibilities, and governing bodies. Identify conflicts in jurisdiction that may arise when multiple agencies work together, citing examples from case studies, interviews, or news articles.
- (2) Distinguish between the two major sources of crime statistics: the Federal Bureau of Investigation's (FBI) Uniform Crime Reporting Program (known as UCR/NIBRS) and the National Crime Victimization Survey (NCVS) of the Bureau of Justice Statistics (BJS). Explain how modern criminal justice agencies are utilizing statistics from both sources, comparing and contrasting the characteristics of the data sets in an informative artifact.

Criminal Law and Criminology

- (1) Define criminal law and criminology. Research the major behavioral science theories describing criminal behavior. Identify theorists and elaborate on their major contributions to the field; include emerging theories sourced from contemporary scholarship. Apply a specific theory to explain a notable crime.
- (2) Examine the differences and similarities between the concepts of crime, victimization, and criminal behavior. Define each term in relation to the others and identify examples of the concepts in case studies.

Civil and Tort Law

- (1) Compare and contrast civil and criminal law. Research and create an outline of the specific areas of civil law including a short description of each area along with an example of a typical case. Explain the purpose of tort law including a discussion of intentional tort, negligence, and strict liability. Survey cases then categorize them according to type of tort.
- (2) Using the cases surveyed in standard 21, create a chart that illustrates the application of Tennessee Rules of Evidence and Federal Rules of Evidence. Choose one case and create a case brief to summarize the issues, the rule of law, the action, and the holding. Provide a legal memo with a student opinion of the case.

Immigration Law

- (1) Analyze the history of immigration law including the Immigration and Nationality Act of 1953 and the Immigration Reform and Control Act of 1986. Research and explain the doctrine of preemption as it relates to state immigration laws, and debate the constitutionality of Tennessee immigration laws as they relate to federal immigration laws.
- (2) Research immigration law and describe three main categories: family-based immigration, employment-based immigration, and humanitarian immigration. Explain the relationship of federal and state immigration law.
- (3) Survey and explain the relationship of immigration court to the other court systems; include a discussion of the immigration court system's unique characteristics. Create a public awareness campaign to help immigrants understand information about employment based petitions, family based petitions, visas, adjustment of status, asylum, and removal/deportation. Include information about specific cases that result in immigration court proceedings.

The following artifacts will reside in the student's portfolio:

- (1) Graphic organizer of key players;
- (2) Artifact illustrating role of courts;
- (3) Basic freedoms case brief;
- (4) Personal code of ethics; and
- (5) Legal memo with student opinion.

Standards Alignment Notes

*References to other standards include:

- P21: Partnership for 21st Century Skills [Framework for 21st Century Learning](#)
 - Note: While not all standards are specifically aligned, teachers will find the framework helpful for setting expectations for student behavior in their classroom and practicing specific career readiness skills.

**Informative artifacts include, but are not limited to, graphic organizers, brochures, posters, fact sheets, narratives, essays, and presentations. Graphic illustrations include, but are not limited, to charts, tables, graphs, rubrics, drawings, and models.

Pre-Law II

Primary Career Cluster:	Law, Public Safety, Corrections, & Security
Consultant:	Sloan Hudson, (615) 532-2839, Sloan.Hudson@tn.gov
Course Code:	TBD
Prerequisite(s):	<i>Pre-Law I (TBD)</i>
Credit:	1
Grade Level:	9-11
Graduation Requirements:	This course satisfies one of three credits required for an elective focus when taken in conjunction with other Law, Public Safety, Corrections, & Security courses.
Programs of Study and Sequence:	This is the second course in the Pre-Law program of study.
Aligned Student Organization(s):	SkillsUSA: http://www.tnskillsusa.com Tracy Whitehead, (615) 532-2804, Tracy.Whitehead@tn.gov
Coordinating Work-Based Learning:	Teachers are encouraged to use embedded WBL activities such as informational interviewing, job shadowing, and career mentoring. For information, visit https://tn.gov/education/topic/work-based-learning .
Available Student Industry Certifications:	None
Dual Credit or Dual Enrollment Opportunities:	There are no known dual credit/dual enrollment opportunities for this course. If interested in developing, reach out to a local postsecondary institution to establish an articulation agreement.
Teacher Endorsement(s):	590, 750
Required Teacher Certifications/Training:	None
Teacher Resources:	https://tn.gov/education/article/cte-cluster-law-public-safety

Course Description

Pre-Law II is the second course designed to prepare students to pursue careers in the field of law. Upon completion of this course, a proficient student will be able to describe the organization of local, national and state court systems and the legal process, explain the concepts of trials, and differentiate business, labor, and consumer law. In addition, students will model the professional, moral, and ethical standards required of professionals in the field of law.

Program of Study Application

This is the second course in the *Pre-Law* program of study. For more information on the benefits and requirements of implementing this program in full, please visit the Law, Public Safety, Corrections, & Security website at <https://tn.gov/education/article/cte-cluster-law-public-safety>.

Course Standards

Overview of Courts

- (1) Outline the functions of the state, federal, and military court systems in civil, and criminal proceedings; compare and contrast the subject matter jurisdiction of each system, identifying where the systems overlap; explain venue and how it is determined.
- (2) Explore the different ways public opinion and elected officials can affect the civil and criminal justice process; compose a hypothetical case that includes several examples of how public opinion and/or the decisions of elected officials impacted the outcome or deliberation of professionals involved in the case.
- (3) Construct an argumentative essay developing a claim about how the U.S. Constitution, the Bill of Rights, and landmark cases such as *Miranda v. Arizona*, *Weeks v. United States*, *Mapp v. Ohio*, and/or *Escobedo v. Illinois* have affected the civil and criminal justice system and legal professionals in particular.
- (4) Define temporary detention; discuss the circumstances law officers must recognize to detain an individual as well as to conduct a frisk. Review the Landmark Supreme Court decision *Terry v. Ohio* and debate the “stop and frisk” tactics used over the last decade by the New York Police Department and their impact on case outcomes.
- (5) Break down rights provided in the Miranda warning and the circumstances under which officers and other corrections authorities are required to read them to an arrested person. Analyze the

possible outcomes in a criminal case in the event the Miranda Warning is not given at the time of interrogation. Explore situations in which rights may be delayed or waived, for example, if the suspect is considered an “enemy combatant.”

- (6) Define what constitutes a lawful arrest and explain the steps necessary to obtain an arrest warrant. Review and discuss court cases related to unlawful arrests and debate circumstances that should have been in place to make the arrests lawful.
- (7) Analyze how technological advances are changing the landscape of police surveillance. Synthesize research from relevant law journal articles to craft an argumentative essay that discusses potential legal and ethical issues that could arise as technology continues to evolve.

Pre-trial Procedures

- (1) Role play a scenario whereby a defendant is briefed about pre-trial procedures including, but not limited to arraignment, plea bargaining, grand jury or preliminary hearings. Include a description for each pre-trial procedure as well as the purpose of each. Write a pre-trial motion for a criminal case.
- (2) Describe how a jury is selected for a civil and criminal case. Explain in a narrative the voir dire process, providing examples of situations in which a juror can be dismissed for cause and describing how an attorney might use his or her peremptory challenges to benefit the client.
- (3) Research and identify Supreme Court decisions (such as *Batson v. Kentucky*) associated with rulings barring the use of race, ethnicity, and other characteristics as a basis for excluding potential jurors. Debate as a class the advantages and disadvantages of the “jury of your peers” system in America.

Trial

- (1) Categorize the types of evidence that can be presented in a civil and criminal trial. Differentiate among the various types of evidence and correlate which party (defense or prosecution) has the burden of proof, including the defendant’s burden to prove the defense claimed.
- (2) Explain in a narrative the purpose and types of motions and challenges to evidence, including the different elements of a motion and how they are organized. Draft an example of a motion to suppress evidence.
- (3) Determine the role of witness testimony in a civil and criminal trial, including such areas as exchange of information/communication between attorneys, the rules of discovery, and the laws and/or rules of ethics governing communication between witnesses and attorneys.

- (4) Investigate news media and professional commentary on how the “CSI Effect” (televised forensic science) has affected the legal system, including a juror’s decision making. Debate in groups whether or not the differences between the portrayal of the justice system in popular media and how the system actually operates have impacted the system’s ability to function effectively.
- (5) Generate a scenario in which a crime is committed and a suspect enters the criminal justice system. Describe in detail what happens at each of the following stages and what relevant actors participate in the process: investigation and arrest; pre-trial activities; adjudication; sentencing; corrections; and re-entry.

Business, Labor, and Consumer Law

- (1) Evaluate the four types of business organizations and give an example of each from businesses in the area. Describe the structure, advantages, and disadvantages of each. Research and present ways legislation affects business organizations in Tennessee.
- (2) Create a list of contractual relationships students have entered into during the recent past (e.g., buying clothes, renting a video, ordering food in a restaurant, buying gas, agreeing to baby sit) and highlight the essential parts of each. Differentiate between the implied and expressed contracts and those that are bilateral and unilateral. Based one of the contracts, create a legal memo that outlines the validity and enforceability of the contract.
- (3) Interpret the impact of legislation on worker benefits, employment conditions, and employee rights. Relate the duties of the employer and the duties of the employee associated with the legislation.
- (4) Differentiate the law of sales from various sales transaction scenarios distinguishing laws that regulate consumer protection during transactions. Create consumer credit scenarios that depict the use of credit and the application of laws that regulate consumer credit to illustrate both positive and negative consumer outcomes.
- (5) Examine procedures for borrowing money with secured transactions, analyzing types of negotiable instruments including commercial paper. Examine bankruptcy laws. Review cases and asses the application of bankruptcy laws in each case.

The following artifacts will reside in the student’s portfolio:

- (1) Technological changes argumentative essay;
- (2) Pre-trial motion for a criminal case;

- (3) Motion to suppress evidence;
- (4) Scenario of suspect's progression through the criminal justice system; and
- (5) Legal memo regarding contract.

Standards Alignment Notes

**References to other standards include:

- P21: Partnership for 21st Century Skills [Framework for 21st Century Learning](#)
 - Note: While not all standards are specifically aligned, teachers will find the framework helpful for setting expectations for student behavior in their classroom and practicing specific career readiness skills.

Pre-Law III

Primary Career Cluster:	Law, Public Safety, Corrections, & Security
Consultant:	Sloan Hudson, (615) 532-2839, Sloan.Hudson@tn.gov
Course Code(s):	TBD
Prerequisite(s):	<i>Pre-Law I (TBD) and Pre-Law II (TBD)</i>
Credit:	1
Grade Level:	10-11
Graduation Requirements:	This course satisfies one of three credits required for an elective focus when taken in conjunction with other Law, Public Safety, Corrections, & Security courses.
Programs of Study and Sequence:	This is the third course in the Pre-Law program of study.
Aligned Student Organization(s):	SkillsUSA: http://www.tnskillsusa.org Tracy Whitehead, (615) 532-2804, Tracy.Whitehead@tn.gov
Coordinating Work-Based Learning:	Teachers are encouraged to use embedded WBL activities such as informational interviewing, job shadowing, and career mentoring. For information, visit https://tn.gov/education/topic/work-based-learning .
Available Student Industry Certifications:	None
Dual Credit or Dual Enrollment Opportunities:	There are no statewide dual credit/dual enrollment opportunities for this course. If interested in establishing a local opportunity, reach out to your local postsecondary institution.
Teacher Endorsement(s):	590, 750
Required Teacher Certifications/Training:	None
Teacher Resources:	https://tn.gov/education/article/cte-cluster-law-public-safety

Course Description

Pre-Law III is the third course designed to prepare students to pursue careers in the field of law. Upon completion of this course, a proficient student will be able to describe sentencing and decisions, appeals, punishment, parole, probation, detention, and family and property law. In addition, students will model the professional, moral, and ethical standards required of professionals in the field of law.

Program of Study Application

This is the third course in the *Pre-Law* program of study. For more information on the benefits and requirements of implementing these programs in full, please visit the Law, Public Safety, Corrections, & Security website at <https://tn.gov/education/article/cte-cluster-law-public-safety>.

Course Standards

Careers in Legal Services

- (1) Review career research from the Foundations of Law course, complete one or more career aptitude surveys, analyze the results, and relate in an essay how personal career aptitudes align with Legal Services careers comparing the range of skills, competencies, and professional traits required.
- (2) Evaluate factors that contribute to effective communication between professionals and their clients, including demonstrating sensitivity to privileged conversations, language barriers, cultural differences, and individuals with special needs. Compare effective practices appropriate for an office, police station, or classroom setting.

Sentencing and Decisions

- (1) Using the Tennessee Criminal Statutes Blue book and Federal Criminal Statutes, prepare an informative narrative describing the range of sentencing options in criminal trials at the federal and state levels. Describe the roles of the judge and jury in the decision-making process for each of the options noted.
- (2) Illustrate the options for alternative sentencing in criminal case convictions and identify the length of sentences available for alternative sentencing in Tennessee. Argue the pros and cons of indeterminate sentencing; research current sentencing trends in Tennessee and their perceived or documented effects on prisoner behavior.
- (3) Explore the origins of parole, probation, intermediate sanctions and community corrections. Define each term and explain the interrelationship of the concepts, addressing both law enforcement and social issues in criminal justice. Investigate data resources available through government and nonprofit sources on issues related to parole, probation, and intermediate

sanctions; review data available from the Bureau of Justice Statistics and analyze trends and success rates in the overall community supervision population.

- (4) Evaluate Tennessee legislative activity over the past decade with respect to juvenile offenders. Evaluate major legislation passed and analyze what these trends signify for the local justice system. Write a persuasive essay on restorative practices for juveniles and its impact on recidivism.
- (5) Summarize landmark Supreme Court decisions that have addressed issues of racial discrimination and sentencing. Explore the effects of at least one decision on the sentencing outcome of a criminal case.
- (6) Using a timeline, analyze Supreme Court decisions that have had the greatest influence over wide areas of procedure, eligible crimes, acceptable evidence, and method of execution in capital punishment cases.
- (7) Create a graphic organizer depicting types of civil cases including, but not limited to divorce and family, personal injury or TORT claims, breach of contract, property disputes, and landlord and tenant disputes. Include the most common decisions reached in each of the cases along with a description of punitive and compensatory damages.
- (8) Interpret the elements of a wrongful death lawsuit. Compare and contrast pecuniary injuries such as the loss of support, services, lost prospect of inheritance, and medical and funeral expenses. Discuss how a court determines fair and just compensation for the injuries that resulted from the decedent's death.

Appeals

- (1) Define what constitutes an appeal, who can file it, and at what point it can occur; explain the right to an appeal and which court decisions, at what level, are eligible for appeal. Differentiate between a traditional, interlocutory, and appeals.
- (2) Construct a diagram to demonstrate the appeals process in the state or federal court system, include the roles of the appellant and appellee, the role of the appellate brief, and the stages of review. Review the components of an appellate brief and draft an outline for a brief based on a fact based scenario.

Punishment

- (1) Outline the medical, community, and crime control models of corrections used in the U.S. since 1900, identifying recurring trends and major reform movements in the 21st century.
- (2) Determine the offense with the highest percentage of convicted criminals currently incarcerated in Tennessee's prison system. Calculate the average sentence length and analyze trends in incarceration rates in Tennessee over the past decade.
- (3) Calculate the costs associated with investigating, arresting, prosecuting, sentencing, and housing someone who has committed a felony.

Detention

- (1) Prepare a chart of the federal and state prisons and county jails in Tennessee, detailing special services or populations served and the level of security at each. Choose one institution (such as the women's state prison or the federal prison) and compare and contrast services provided at that institution to those provided at other prison facilities.
- (2) Diagram the structure of the juvenile detention system in Tennessee; explore efforts underway in the state to address the problem of disproportionate confinement.
- (3) Search for interview transcripts, video documentation, or other published primary and secondary sources detailing first-hand testimony of contemporary prison culture and determine how it is affected by the size and security level of the prison or the types of crimes committed by inmates. Cite example cases whose decisions affected the rights incarcerated individuals. Describe basic prisoner rights protected by the Constitution.
- (4) Investigate the Rules of the Tennessee Corrections Institute related to correctional facilities inspection and summarize some of the minimum standards for local jails and detention facilities, addressing categories such as security, discipline, administration, medical services, and food services.
- (5) Differentiate at least three issues county correctional facilities in Tennessee are currently facing; correlate contributing factors for each issue and debate a range of policy changes that could potentially mitigate current areas of concern. Example topics could include state reimbursement issues and support for individuals with mental health conditions.

Family and Property Law

- (1) Analyze legal considerations of domestic cases including marriage, divorce, child custody, and abuse. Draft a divorce decree outlining division of property and debt, alimony, child custody and support. File an answer with at least one affirmative defense to fault grounds for divorce.
- (2) Investigate items that are considered personal property and determine the characteristics of items that would deem them real property. Analyze case studies related to real and personal property differentiating between both types of properties within each case study.
- (3) Role play an original sales presentation for an estate plan to a fictional couple. Include components such as wills, trusts, beneficiary designations, power of attorney, and medical directives in the presentation while persuading the couple to include each of the components in their estate plan.

The following artifacts will reside in the student's portfolio:

- (1) Range of sentencing narrative;
- (2) Restorative practices essay;
- (3) Appellate brief outline;

- (4) Juvenile detention system diagram; and
- (5) Divorce decree.

Standards Alignment Notes

*References to other standards include:

- P21: Partnership for 21st Century Skills [Framework for 21st Century Learning](#)
 - Note: While not all standards are specifically aligned, teachers will find the framework helpful for setting expectations for student behavior in their classroom and practicing specific career readiness skills.

Entrepreneurship

Primary Career Cluster:	Marketing
Consultant:	Tara Campbell, (615) 253-7442, Tara.Campbell@tn.gov
Course Code(s):	5934
Prerequisite(s):	<i>Marketing & Management I: Principles</i> (5931)
Credit:	1
Grade Level:	11-12
Graduation Requirements:	Completion of one credit of <i>Entrepreneurship</i> satisfies the <i>Economics</i> requirement for graduation. This course satisfies one of three credits required for an elective focus when taken in conjunction with other Marketing courses.
Programs of Study and Sequence:	This is the third course in the <i>Entrepreneurship</i> program of study.
Aligned Student Organization(s):	DECA: http://www.decatn.org FBLA: http://www.fblatn.org Steven Mitchell, (615) 532-2829, Steven.Mitchell@tn.gov
Coordinating Work-Based Learning:	Teachers are encouraged to use embedded WBL activities such as informational interviewing, job shadowing, and career mentoring. For information, visit https://tn.gov/education/article/cte-cluster-marketing .
Available Industry Certifications:	None
Dual Credit or Dual Enrollment:	There are currently dual credit opportunities available for this course at specific community colleges. Contact a local postsecondary institution(s) for more information.
Teacher Endorsements:	030, 035, 039, 052, 054, 152, 153, 158, 202, 204, 311, 430, 435, 436, 471, 472, 474, 475, 476
Required Teacher Certifications/Training:	None
Teacher Resources:	https://tn.gov/education/article/cte-cluster-marketing
	311, 430, 434, 435, 436, 471, 472, 474, 475, 476, 503, 776
Required Teacher Certifications/Training:	None
Teacher Resources:	https://www.tn.gov/education/article/cte-cluster-marketing

Course Description

Entrepreneurship is an applied knowledge course that begins with the discovery process of generating new business ideas. Students research local, national, and international social and economic trends and analyze the feasibility of their own proposed businesses, both from a market demand and revenue-producing standpoint. Based on their entrepreneurial endeavors, students will prepare, write, and revise a business plan. In preparation for the business plan, students will conduct market research, study ownership structures, evaluate risks, examine startup costs, determine essential vendors, and identify sources of capital and financing options. Students will also draft, refine, and rehearse entrepreneurship pitches developed from their business plans to present during course intervals and to give final presentations at the conclusion of the course. Upon conclusion of this course, proficient students will be able to articulate, and defend, elements of a full business plan for a new business.

Program of Study Application

This is the third course in the *Entrepreneurship* program of study. For more information on the benefits and requirements of implementing this program in full, please visit the Marketing website at <https://tn.gov/education/article/cte-cluster-marketing>.

Course Standards

This course is designed to provide a comprehensive outline and development of the necessary segments of a business plan for a startup venture. Standard 5 can be used to drive brainstorming and critical thinking to identify a potential business startup idea that students will continue to develop throughout the course. Students can approach this course individually or in teams, depending on background, knowledge and skills, and quality of business idea(s). Standards 6-17 should focus on the selected business startup idea and should be approached as parts of a larger whole rather than separate projects.

The Role of Entrepreneurs

- (1) Define the term entrepreneur and describe the key components of the entrepreneurial startup process (the entrepreneur, the environment, the opportunity, startup resources, and the new venture organization). Prepare an informative text to explain each component and identify the risks and rewards encountered in an entrepreneurial endeavor, highlighting the advantages and disadvantages of owning a business versus working for someone else.
- (2) Evaluate the role of entrepreneurship in the U.S. economy, and describe the expansion and growth of entrepreneurship in the current decade. Draw evidence from informational texts to examine how business cycles, economic indicators (i.e., interest rates, inflation, and

unemployment) and free enterprise system characteristics such as profit motive, private property, and competition impact entrepreneurial decision making.

- (3) Research the backgrounds and business ventures of successful entrepreneurs to draw conclusions about the personal traits, experiences, and behaviors associated with entrepreneurship, including professional values and specific skills. Compare findings to personal strengths to assess potential for becoming a successful entrepreneur by completing an entrepreneurial characteristics assessment and self-evaluation. Using the results of the self-assessment, identify areas of strengths and weaknesses and choose characteristics to develop. Prepare a written plan to further educational attainment, develop new skills, or seek work experience to develop identified skills.
- (4) Building on the research in Standard 3, select a well-known entrepreneur and summarize his or her strongest entrepreneurial characteristics, major business venture, and the problem the entrepreneurship sought to address with his or her venture. Analyze and cite any unique contributions to the U.S. economy or culture associated with the entrepreneur's endeavors. Make connections between information gathered during research and personal reflection from Standard 3.

Entrepreneurship Potential

- (1) Review news media and labor projections to identify current and projected trends in social and/or economic development, including but not limited to, web-based businesses, customer privacy, green businesses, social entrepreneurship, and more. In teams or individually, compile a list of potential ideas that have commercial potential not currently being met by existing businesses.
- (2) Analyze domestic and international opportunities for entrepreneurial ventures. Use the International Trade Statistics Yearbook of the United States, or other reliable sources, to research and locate the best global markets for a given product. Identify financial export assistance programs that U.S. government agencies and investment corporations offer; prepare a mock application for assistance following procedures and requirements.

Social and Ethical Responsibility

- (1) Examine different examples of business codes of ethics. Synthesize principles from the research, highlighting ethical problems typical for entrepreneurs such as conflicts of interests, bribes, and patent/copyright infringement. Create a written code of ethics for the proposed business.
- (2) Explore the growth of social responsibility in capitalism by reviewing news reports and journal articles about social entrepreneurship ventures. Create an informative text to define the term "conscious capitalism" and summarize how it is a growing business model for entrepreneurship.

Business Plan Development

- (1) Write, review, and revise a business plan for a potential entrepreneurial endeavor. The plan should include: an executive summary, company description, vision and mission statements, industry overview, market analysis, marketing plan, operations plan, and financial plan. Use resources such as the Small Business Administration (SBA), Service Corps of Retired Executives (SCORE), chambers of commerce, and business incubators to locate and critically evaluate business plan templates.
- (2) Construct a market research project for the identified endeavor. Develop a research question, then determine, develop and conduct the appropriate research (primary research, secondary research, scientific method) to achieve the desired analysis. Summarize results of the research in recommendations in the business plan overview and market analysis.
- (3) Develop a customer profile with a detailed description of the potential target market for the proposed business based on demographic, geographic, psychographic, and behavioral information. Assess the viability of the profile for the proposed business by determining number of customers, reachability, and desire for product. Include these findings in the business plan's overview and market analysis section.

Marketing

- (1) Prepare a brief outline of the proposed business' marketing plan including pricing, promotion, and service/product planning in the development of customer relationships. Explain multiple pricing, promotions, and product selection strategies for the proposed business. Summarize how one or all of these strategies can directly impact a customer's experience.
- (2) Enhance the marketing plan with a proposal for attracting early adopters to the proposed product or service. Include ideas for preopening with the following objectives: establishing image, advertising methods, customer contact and interaction, generating appeal, and follow-up. Make a claim about the correct proportions of the marketing mix, supporting claim with data and evidence and addressing counterclaim(s) about alternative methods.

Operations

- (1) Compare and contrast the different ownership options for the proposed business. Identify the legal regulations required for the type of ownership selected. Prepare a sample partnership agreement or Doing Business As (DBA) document that outlines the division of assets, rights, and responsibilities of each owner.

- (2) Investigate channel management and distribution methods for the proposed product or service. Research possible manufacturers; study distribution considerations of the product or service, (including transportation, storage, handling, and packaging for products or staffing, training, and evaluation for services); cite justification for the channel management decisions, such as cost-saving benefits to the business' bottom line. Prepare a sample service contract with a potential vendor for first year of business.

Financials

- (1) Examine startup costs, operating costs, overhead, and personal expenses by researching and developing a financial statement based on models obtained from public records or business websites. Contact local lending institutions regarding requirements for business loans and needed documentation such as personal income statement, tax records, credit reports, loan history, and personal investment. Prepare financial statements and charts and graphs for the proposed business plan, including but not limited to:
 - (a) Estimated start-up costs;
 - (b) Projected Income Statement;
 - (c) Projected Balance Sheet; and
 - (d) Cash Flow.

Create a pro forma projection of a. – d. above. Establish length of view (i.e., first year, third-year, and fifth-year timelines). Generate a breakeven analysis.

- (2) Investigate potential sources of startup capital needed to secure financing (e.g. equity financing, personal savings, angel investors, partnerships, venture capitalists, and debt financing) and list advantages and disadvantages of each. Visit or research local banks, entrepreneurship centers, or incubators to determine the most common reasons investors decline to invest in order to ensure business plan addresses typical concerns.
- (3) Prepare a "pitch" to explain the business to a potential investor, including breakdown of necessary financing and requested terms. Justify requested funding, using financial figures with appropriate data and evidence from coursework. Evaluate potential financing offers that may be different from requested terms. Based on the evaluation, choose to either accept or not accept the proposal. For example, based on startup costs needed and future valuation, pitch a request for \$100,000 to a potential investor in return for a 25% stake in the proposed business. Then evaluate whether or not to accept a counteroffer of a proposed \$100,000 for a 50% stake.

Standards Alignment Notes

*References to other standards include:

- P21: Partnership for 21st Century Skills [Framework for 21st Century Learning](#)
 - Note: While not all standards are specifically aligned, teachers will find the framework helpful for setting expectations for student behavior in their classroom and practicing specific career readiness skills.

Foundations of Supply Chain Management

Primary Career Cluster:	Marketing
Consultant:	Tara Campbell, (615) 253-7442, Tara.Campbell@tn.gov
Course Code(s):	TBD
Prerequisite(s):	None
Credit:	1
Grade Level:	9-10
Graduation Requirements:	This course satisfies one of three credits required for an elective focus when taken in conjunction with other Marketing courses.
Programs of Study and Sequence:	This is the second course in the <i>Supply Chain Management</i> program of study.
Aligned Student Organization(s):	FBLA: http://www.fblatn.org DECA: http://www.decatn.org Steven Mitchell, (615) 532-2829, Steven.Mitchell@tn.gov
Coordinating Work-Based Learning:	Teachers are encouraged to use embedded WBL activities such as informational interviewing, job shadowing, and career mentoring. For information, visit https://tn.gov/education/topic/work-based-learning .
Available Student Industry Certifications:	Microsoft Office Specialist - Excel
Dual Credit or Dual Enrollment Opportunities:	There are no known dual credit/dual enrollment opportunities for this course. If interested in developing, reach out to a local postsecondary institution to establish an articulation agreement.
Teacher Endorsement(s):	030, 035, 037, 039, 041, 052, 055, 056, 152, 153, 158, 201, 202, 203, 204, 311, 430, 434, 435, 436, 471, 472, 474, 475, 476, 503, 776
Required Teacher Certifications/Training:	None
Teacher Resources:	https://www.tn.gov/education/article/cte-cluster-marketing

Course Description

Foundations of Supply Chain Management exposes students to careers and businesses involved in the planning, management, and movement of people, materials, and products by road, air, rail, pipeline, and water. As an introduction to this important and globally evolving field, this course covers the basic principles of logistics, reviews the history and development of distribution networks, and examines how they function within the dynamics of the supply chain. Upon completion of this course, proficient students will explore career options; demonstrate an understanding of the historical, current, and future significance of supply chain industries; and plan for the effective and efficient flow of goods and services. This course will require extensive Microsoft Office applications including but not limited to PowerPoint creation; use of templates; spreadsheet manipulations; and designing of charts, graphs, formulas, and tables.

Program of Study Application

This is the foundational course in the *Supply Chain Management* program of study. For more information on the benefits and requirements of implementing this program in full, please visit the Marketing website at <https://www.tn.gov/education/article/cte-cluster-marketing>.

Course Standards

Occupational Safety

- (1) Examine personal and environmental safety practices associated with the appropriate handling, storage, and distribution of materials in accordance with local, state, and federal safety and environmental regulations. Identify safe operating procedures used in manufacturing facilities, office buildings, warehouses, and transportation areas, including personal protective equipment requirements. Research the role of Occupational Safety & Health Administration (OSHA) in industry and supply chain management.

Career Investigation

- (1) Identify and analyze career pathways within the Supply Chain industry. Cite supporting evidence from multiple career information sources, such as O*NET OnLine, to summarize the essential knowledge and skills required for these careers. Complete one or more career aptitude surveys, analyze the results, and compose an essay describing the relationships between personal career aptitudes and careers in Supply Chain.
- (2) Compile and analyze real-time and projected labor market data from public sources such as the U.S. Bureau of Labor Statistics to investigate local and regional occupational opportunities and

trends in the field of Supply Chain. Utilizing Microsoft Excel, synthesize collected data to develop a graphical illustration comparing occupations by education requirements, job availability, job projections, salaries, and benefits for the local community, the state, and the nation.

Supply Chain Functions

- (1) Define the term supply chain and determine the role supply chain management decisions have on cost-effective ways of delivering a product or service to consumers. Identify the supply chain processes that are required to fulfill a customer request, including but not limited to: new product development, planning, buying, manufacturing operations, marketing, distribution, and customer service. Develop a graphic illustration of a selected product and map the movement of primary inputs and outputs on a global or local scale.
- (2) Research and describe the four major flows—product flow, information flow, financial flow, and risk flow—that occur in a supply chain. Analyze the impact that each has on the supply chain as a whole and the interactions that must occur between the flows. Demonstrate ability to use Microsoft Office to create documents used throughout the four major flows including:
 - (a) Request for Proposal (RFP) or Request for Quotation (RFQ);
 - (b) Purchase order;
 - (c) Invoice;
 - (d) Inventory counts;
 - (e) Delivery schedules; and
 - (f) Payment schedules.
- (3) Differentiate between the internal supply chain and external supply chain of an organization, including internal and external customers. Write an informative paper and accompanying graphic that describes how the two chains are interrelated.
- (4) Research the following terms as related to supply chains: lean, green, and sustainable. Define and describe each term and give examples of ways they are implemented in a supply chain.
- (5) Create a glossary of terms related to supply chains and their management. Include acronyms. Add new terms to the glossary as they are encountered.

- (6) Gather and analyze information from multiple authoritative sources (i.e., industry magazines, academic journals) to explain how the following functions work together to support the final product/service being received by the customer at an optimal price-point:
- (a) Procurement of raw materials;
 - (b) Selection of suppliers;
 - (c) Transportation;
 - (d) Warehousing/Product storage;
 - (e) Inventory control;
 - (f) Material handling;
 - (g) Information and communication systems; and
 - (h) Employment/Staffing processes.

Supply Chain as a Component of Marketing

- (1) Define the term marketing. Describe each core function of marketing (i.e., channel management, marketing information management, market planning, pricing, product service management, promotion, and selling).
- (2) Examine the marketing mix and the 4 Ps of marketing (product, place, price, and promotion). Describe how supply chain management relates to the 4Ps of marketing. Explain how supply chain management is affected by and can affect supply and demand equilibriums. Utilize Microsoft Office programs to compile and present findings via a formal presentation complete with slideshows and charts as visuals.

Components of Supply Chain Management

- (1) Research the components of supply chain planning. Using Microsoft Office software, create a diagram depicting a network for a hypothetical product, labeling all of the nodes (fixed spatial points where goods stop for storage or processing) and links (the transportation network that connects the nodes) in the network. Prepare an accompanying paper or presentation that explains the diagram and describes what is happening at each node.
- (2) Explore the five modes of transportation (truck, train, plane, ship, pipeline) used to move materials by land, air, or sea. Identify at least one carrier or service provider from each of the five

modes of transportation. For each mode of transportation, analyze the costs, benefits, and problems associated with that mode of transportation, including environmental impact. List items that are most often transported by each type of transportation. Calculate the cost for various shipments using different shipment methods. Depict a comparison of the costs related to shipment methods using Microsoft Excel.

- (3) Examine the various types of facilities involved in the supply chain of each type of business: manufacturer, retailer, and service. Describe how materials and information feed into and flow from each type of facility in an illustrated paper. Include the following categories, as well as hybrid facilities where these categories overlap:
 - (a) Office buildings/management headquarters;
 - (b) Factories;
 - (c) Package handling center;
 - (d) Warehouse or fulfillment center;
 - (e) Cross-dock facility; and
 - (f) Bulk break center.

Management and Information Technology

- (1) Investigate the tools and processes used by companies to manage the flow of inputs and outputs within a supply chain. Determine how barcodes, radio frequency identification (RFID), unique identification (UID), and tagging methods (active and passive) are employed in the tracking and distribution of product flow.
- (2) Determine the ways computers and other information technologies are used in a supply chain. Create a table or chart listing technologies/software that are used, and describe how they improve supply chain function. For example, discuss the impact of automated warehouses on distribution and logistics functions within a company.
- (3) Establish the contributions supply chain has on a consumer's price for a product and a company's profit/loss potential. Analyze typical business financial statements – Statement of Cash Flows, Income Statement, and Balance Sheet – to determine how supply chain costs are reported on and affect the bottom line outcomes of each financial statement. Create an infographic depicting how changes in supply chain costs affect final product pricing and company profitability.

- (4) Create a list of the decisions that must be made and the problems that could potentially arise in a complex supply chain. Research individual and group problem-solving and decision-making strategies applicable to each decision/problem listed. Choose one of the problems listed, apply knowledge of supply chain management, and prepare a presentation recommending a solution.

History and Development of Distribution and Logistics

- (1) Synthesize research from informational texts to create an annotated timeline on the history of distribution and logistics. Using descriptive text, identify cultural, social, economic, and technological factors that have influenced the development of distribution and logistics.
- (2) Analyze the importance of distribution and logistics in a global society and discuss how the concept of U.S. protectionism affects supply chain management. Investigate the influences of customer demands, ordering and managing inventory, forecasting, controlling inbound and outbound shipments, reducing costs, and saving time in product and service flow. Prepare an explanation of how international trade agreements affect each of these.
- (3) Deliver an informational presentation describing the importance of supply chain to the overall success of businesses. Include an analysis of the ways companies can gain a competitive advantage using logistics to distribute their products and services. Research media profiles of businesses that made their operations more sophisticated through the use of logistics management, and explain the factors that contributed to their success.

Case Study

- (1) Synthesize information from industry, scholarly, and popular media sources outlining how a top 20 retailer has used supply chain management to become one of the largest retailers in the world. Create a presentation describing how the retailer handles the following areas of its global supply chain network:
 - (a) Customer service;
 - (b) Distribution costing;
 - (c) Distribution planning;
 - (d) Information technology;
 - (e) Materials and purchasing management;
 - (f) Order processing systems; and

- (g) Transport and inventory management.

Standards Alignment Notes

*References to other standards include:

- P21: Partnership for 21st Century Skills [Framework for 21st Century Learning](#)
 - Note: While not all standards are specifically aligned, teachers will find the framework helpful for setting expectations for student behavior in their classroom and practicing specific career readiness skills.

Supply Chain Management I: Warehousing and Distribution

Course Description

Supply Chain Management I: Warehousing and Distribution prepares students for entry into the warehouse and distribution career field. Course content emphasizes a deep understanding of the dynamics of distribution and logistics operations, the warehousing skills needed for the tracking and managing of inventory, and the problem-solving skills used by logisticians in today's complex business environments. Upon completion of this course, a proficient student will have a thorough understanding of safety, tools, equipment, operations, processes, customer fulfillment, product lifecycle, future trends, and regulatory issues in the industry. Extensive use of Microsoft Office is required throughout this course.

Program of Study Application

This is the second course in the *Supply Chain Management* program of study. For more information on the benefits and requirements of implementing this program in full, please visit the Marketing website at <https://www.tn.gov/education/article/cte-cluster-marketing>.

Course Standards

Occupational Safety

- (1) Investigate the means by which businesses comply with personal and environmental safety practices associated with the appropriate handling and storage methods of materials in accordance with local, state, and federal safety and environmental regulations, specifically:
 - (a) Adherence to Occupational Safety & Health Administration (OSHA) policies regarding reporting of accidents and observed hazards as well as emergency response procedures;
 - (b) Use of appropriate signs and symbols to identify hazardous materials within warehouses and during transportation of the materials; and
 - (c) Identification of dangerous goods and determination of the appropriate corrective actions if faced with a hazardous situation, as outlined by the *Emergency Response Guidebook* published by the U.S. Department of Transportation.

Logistics & Transportation

- (1) Research the four subdivisions of logistics in light of organizational management practices and prepare an explanatory paper or presentation that discusses the similarities and differences between the subdivisions:
 - (a) Business logistics;
 - (b) Military logistics;
 - (c) Event logistics; and
 - (d) Service logistics.

- (2) While variations exist from organization to organization, the following functions are often included under the logistics umbrella. Synthesize information from textbook(s), print and online industry sources to describe each. Create a graphic illustrating how they interact with one another and write an accompanying explanatory narrative that indicates how each affects product costs and profitability:
 - (a) Transportation;
 - (b) Warehouse and storage;
 - (c) Intermodal freight transport;
 - (d) Materials handling;
 - (e) Inventory control;
 - (f) Order fulfillment;
 - (g) Inventory forecasting;
 - (h) Production planning/scheduling;
 - (i) Customer service;
 - (j) Facility location;
 - (k) Return goods handling;
 - (l) Parts and service support; and

- (m) Salvage and scrap disposal.
- (3) Describe the tradeoffs that occur between transportation and inventory costs. Drawing on examples from real products and companies, explain when it is more profitable to use more expensive transportation and maintain smaller inventory, and when it is more advantageous to use cheaper transportation and maintain larger inventories. Discuss the application of key concepts such as Just-in-Time (JIT) strategy, lean dynamics, and Kanban systems.
 - (4) Demonstrate the ability to calculate and explain to others the purchase cost, ordering cost, and holding cost for a given material or product within the supply chain. Determine total cost as a function of these costs and demonstrate the effects on profit for a specified price and quantity. Create a spreadsheet and graphical comparison of cost variations and recommend best price/quantity amounts to optimize profit.
 - (5) Perform inventory calculations to minimize costs as would a logistics manager for a given company. Using algebraic reasoning and appropriate units, determine the economic order quantity (EOQ) and reorder point (ROP) for a given product. Research forecasting models for the specified product and understand how companies predict EOQ and ROP using logistics management.

Warehousing

- (1) Compare and contrast the warehousing requirements for a variety of different products including items such as perishable foods, hazardous chemicals, large items like furniture and appliances, school supplies, seasonal items, and subassemblies for the manufacture of a given product.
- (2) Write an informative report describing different warehouse layouts and equipment used to move materials in each, classifying equipment according to type and purpose (including but not limited to powered industrial vehicle, sortation equipment, conveyors, automatic storage and retrieval systems, etc). Differentiate between bulk and rack storage and indicate situations when each is employed. List the three categories of aisle spacing and describe the advantages and disadvantages of each.
- (3) Investigate various warehouse management system (WMS) software programs and create a comparison chart that could be used by a warehouse manager to select software to meet the specific needs of his/her operation.
- (4) Demonstrate the ability to complete and interpret warehouse documents including, but not limited to, packing slips, bills of lading, advance shipment notices, distribution sheets, pick lists, invoices, special orders, and inventory forms. Research storage and shipping documentation

required by government and regulatory agencies, for example declaration forms for Customs or MSDS when storing materials in a warehouse to be OSHA compliant.

Support Roles and Partnerships

- (1) Evaluate the role of maintenance in all aspects of a supply chain model to the safety and efficiency of storage and distribution, including vehicle, pipeline, building, and other maintenance areas. Research and report actual instances where inadequate maintenance practices led to a disruption in a company's supply chain distribution.
- (2) Assess the importance of supply chain security. Describe the role Customs-Trade Partnership against Terrorism (CTPAT) plays in keeping the United States safe from terrorism through supply chain regulations and protocols. Research how a local company addresses safety and security within their supply chain channels.
- (3) Define third-party logistics (3PL) and describe services third-party logistics companies provide to other businesses. Justify why a business would choose to use third-party logistics services instead of performing the supply chain functions themselves. Research local third-party logistics companies and describe the services they offer local businesses.
- (4) Investigate the importance of negotiation in business in general and specifically in supply chain management. Prepare a "how-to" demonstration that includes preparations for negotiations, effective negotiation strategies and tactics, developing a negotiation plan that provides benefits to all involved parties, and selecting a business partner that is like-minded in mission.

Regulations

- (1) Create a chart listing international, national, state, and local agencies and organizations that regulate some part of the supply chain and the role played by each. Indicate what areas each agency has jurisdiction over. Example include:
 - (a) U.S. Department of Transportation (DOT);
 - (b) U. S. Customs and Border Protection (CBP);
 - (c) Homeland Security (HS);
 - (d) Environmental Protection Agency (EPA);
 - (e) Occupational Safety and Health Administration (OSHA);
 - (f) World Shipping Council;

- (g) United Nations, including the International Maritime Organization (IMO);
 - (h) International Organization for Standardization (ISO);
 - (i) World Customs Organization (WCO);
 - (j) City and county laws and ordinances; and
 - (k) State laws.
- (2) Analyze the impact of international trade agreements on logistics decisions.
- (3) Research International Commercial Terms, also known as INCOTERMS®, developed by the International Chamber of Commerce. Create a table or chart to indicate what each of the three letter standard terms means by delineating the respective obligations of the buyer and seller involved in the delivery of goods from the seller to the buyer.

Problem Solving

- (1) Solve given problems related to transportation of goods and warehousing by evaluating data and presenting solutions or recommending appropriate decisions. Use spreadsheets and/or other software in calculating “what if” scenarios as appropriate. Types of problems should include scenarios such as:
- (a) Selecting routes and modes of transportation between a distribution center and various markets;
 - (b) Calculating the carbon footprint of similar products shipped from different locations and by different modes of transportation;
 - (c) Optimizing warehouse usage;
 - (d) Maximizing trailers for shipping;
 - (e) Offsite vs. Onsite warehousing;
 - (f) Planning for the moving and handling of hazardous goods;
 - (g) Analyzing the impact of natural disasters on supply chain;
 - 1. Forecasting potential threats related to the geography of a company’s supply base.

2. Fesigning of contingency plans in times of natural disasters.

(h) Developing strategies for working toward the sustainable use of specific materials and modes of transporation.

(2) Given a selected case, plan for the storage, movement, and delivery of a specified good or service from one location to another. Using logistics data and applying concepts learned in the course, justify the tradeoff decisions (i.e., mode of transport, holding time, delivery constraints such as fuel cost) in the proposed plan, coherently explaining the logic behind each choice as if presenting to a senior manager. For example, outline the plan for fulfilling an order for a personal computer by a fixed date and transporting it through customs to a purchaser in a foreign country.

Trends

(1) Analyze case studies of the logistics operations of various retail companies to see how they plan for and adjust their operations to remain competitive with companies such as Amazon, WalMart, and Kroger.

(2) Using websites and journals from professional organizations related to transportation, distribution, and logistics, identify five trends that are impacting local, regional, national, and international supply chains. Trends could include such factors as rising fuel costs, movements toward fully automated warehouses, and greening the supply chain. Summarize research in an informative essay that includes:

(a) Description of the trend and explanation of how it affects the supply chain;

(b) Examples of how various businesses are responding to the trend; and

(c) An outline of the information that must be considered before a business implements any change, including a formal cost-benefit analysis.

(3) Describe how eCommerce has changed traditional supply chains. Analyze how continual changes in technology have affected the delivery of goods and services in both the business-to-business and business-to-consumer segments of the supply chain.

(4) Analyze automation processes that have replaced the work of laborers within nodes of supply chain channels. Compile an exhaustive list of the costs and benefits associated with the use of human laborers versus automation systems, specifically in warehouses. Debate the ramifications of each to efficiency, productivity and local economic indicators. Determine when it becomes advantageous to replace laborers with machines.

Project

- (1) Utilizing resources such as Tennessee Economic and Community Development, Tennessee Department of Transportation, maps of Tennessee, and other sources, create a written brief and formal presentation complete with visuals and professionally designed promotional handouts analyzing the geographical and infrastructural benefits to the state of Tennessee. Include pros and cons of businesses locating in close proximity to one another forming industrial parks and how this affects the supply chain channels within the state. Promote Tennessee as a supply chain hub for the United States.

Standards Alignment Notes

*References to other standards include:

- P21: Partnership for 21st Century Skills [Framework for 21st Century Learning](#)
 - Note: While not all standards are specifically aligned, teachers will find the framework helpful for setting expectations for student behavior in their classroom and practicing specific career readiness skills.
- *Emergency Response Guidebook:*
<http://phmsa.dot.gov/staticfiles/PHMSA/DownloadableFiles/Files/Hazmat/ERG2012.pdf>

Supply Chain Management II: Management and Logistics

Primary Career Cluster:	Marketing
Consultant:	Tara R. Campbell, (615) 253-7442, Tara.Campbell@tn.gov
Course Code(s):	TBD
Prerequisite(s):	<i>Supply Chain Management I</i>
Credit:	1
Grade Level:	11-12
Graduation Requirements:	This course satisfies one of three credits required for an elective focus when taken in conjunction with other Marketing courses.
Programs of Study and Sequence:	This is a capstone course in the <i>Supply Chain Management</i> program of study.
Necessary Equipment:	None
Aligned Student Organization(s):	FBLA: http://www.fblatn.org DECA: http://www.decatn.org Steven Mitchell, (615) 532-2829, Steven.Mitchell@tn.gov
Coordinating Work-Based Learning:	Teachers who hold an active WBL certificate may offer placement for credit when the requirements of the state board's WBL Framework and the Department's WBL Policy Guide are met. For information, visit https://tn.gov/education/topic/work-based-learning .
Available Student Industry Certifications:	None
Dual Credit or Dual Enrollment Opportunities:	There are no known dual credit/dual enrollment opportunities for this course. If interested in developing, reach out to a local postsecondary institution to establish an articulation agreement.
Teacher Endorsement(s):	030, 035, 037, 039, 041, 052, 055, 056, 152, 153, 158, 201, 202, 203, 204, 311, 430, 434, 435, 436, 471, 472, 474, 475, 476, 503, 776
Required Teacher Certifications/Training:	None
Teacher Resources:	https://www.tn.gov/education/article/cte-cluster-marketing

Course Description

Supply Chain Management II: Management and Logistics prepares students for a capstone learning experience in logistics, planning, and management systems. A range of business tasks will be undertaken to support the operation of supply chain processes including coordinating and controlling the order cycle and associated information systems. Through exposure to crucial business activities such as project management, analyzing logistical problems, and producing new solutions, students will acquire advanced skills related to business professionalism, ethics, policies, and communication. Upon completion of this course, a proficient student will be prepared for further education and careers in the supply chain industry.

Program of Study Application

This is the fourth and final course in the *Supply Chain Management* program of study. For more information on the benefits and requirements of implementing this program in full, please visit the Marketing website at <https://www.tn.gov/education/article/cte-cluster-marketing>.

Course Standards

Occupational Safety

- (1) Create a safety procedures manual for new employees working in a warehouse facility. Outline in the manual the personal and environmental safety practices associated with the appropriate handling and storage methods of materials in accordance with local, state, and federal safety and environmental regulations. Include:
 - (a) Employee responsibilities and protocols for adhering to regulations, Occupational Safety & Health Administration (OSHA) policies regarding reporting of accidents and observed hazards, and emergency response procedures;
 - (b) Information on how to interpret Material Safety Data Sheets (MSDS) to determine any hazards related to materials handling; and
 - (c) The appropriate signs and symbols that must be used to identify hazardous materials within warehouses and during transportation of the materials.
- (2) Prepare and deliver a safety demonstration on the use of a specific piece of safety equipment or personal protective equipment (PPE).

Communications and Professionalism

- (1) Practice effective verbal, nonverbal, written, and electronic communication skills for working with customers, employees, dispatchers, wholesalers, and retailers. Demonstrate the ability to listen attentively, speak courteously and respectfully, discuss client ideas/vision, resolve conflicts, and respond to customer objections or complaints to the customer's satisfaction.

- (2) Collect Codes of Ethics from various transportation, distribution, and logistics-related professional organizations and/or companies, identifying areas of commonality. Analyze what these statements say about the work culture at a particular organization and pinpoint company values that resonate with one's own. Discuss how one would look for evidence of positive values when conducting a job search. Synthesize principles from the codes investigated to create a personal code of ethics to be included in a career portfolio compiled throughout the course.

- (3) Research job descriptions, career information, and online job boards to identify desirable employability skills and character traits for professionals working in the area of supply chain management. Compile a class list of those skills and attributes. For each item on the class list, define the characteristic, state why it is important for people working in the field, and list at least two ways to build that skill. Possible skills include, but are not limited to:
 - (a) Collaboration;

 - (b) Honesty;

 - (c) Reliability;

 - (d) Communication;

 - (e) Responsibility;

 - (f) Problem-solving;

 - (g) Ability to work under pressure;

 - (h) Flexibility/Adaptability;

- (i) Workplace etiquette;
 - (j) Leadership; and
 - (k) Cross-cultural/diversity and inclusion.
- (4) Role play two parties within a supply chain channel and negotiate terms of agreement given a specific scenario applicable to real-world supply chain obstacles.

Distribution and Logistics Technology

- (1) Demonstrate proficiency with Microsoft Office programs by using them to complete class assignments including writing papers, making presentations for various stakeholders (i.e., peers vs. executives), solving problems, keeping records, and managing data.
- (2) Research the different applications of computers and programmable controllers in managing distribution and logistics operations. Find examples of the software and technology used for those applications. Create a catalog sorted by type of application that includes the following:
 - (a) A generic description of the purpose of each type of software/technology included. Possible categories to include are electronic commerce (e-commerce), barcode software, enterprise resource planning (ERP), distribution resource planning (DRP), a people process (such as SIOP), and electronic data interchange (EDI);
 - (b) An entry for each specific software/technology that falls in the application category, which includes graphics, product description, key features, best uses, and a link to the product website; and
 - (c) A description of how each software plays into short and long term distribution and logistics decision making.
- (3) Write an explanatory paper describing the benefits of having all of an organization's software programs integrated so that information is only entered once. Cite evidence from case studies, articles, and other sources.

Warehousing Management

Note: For the following standards, teachers are encouraged to leverage relationships with local businesses to bring in representatives for class discussions and/or supply examples of management processes and other relevant documents.

- (1) Gather information from field visits, texts, and personal communications with business representatives to create layout plans for processing incoming and outgoing, cross-docking, and storage of products. Provide a sketch of the shipping and receiving area and write out a standard operating procedure for each.
- (2) Create a flow chart for the processing of incoming goods and materials using standardized industry protocols and procedures. Include processes for dealing with damaged, incorrect, and incomplete orders.
- (3) Simulate the work of a warehouse manager or logistician by planning for the shipment of a product. Given a set of constraints, such as a specified timetable, destination, quantity, or other factor, determine the number of pallets needed and assign dock doors to accommodate the appropriate number of loads.
- (4) Develop a written profile of how a local business coordinates and controls the order cycle and associated information systems of scheduling, cost analysis, documentation confirmation, packing lists, MSDS, product seals, packaging types, packaging labels, and routing issues. Include a description of the performance metrics used to monitor the quality, quantity, cost, and efficiency of the movement and storage of goods.
- (5) Apply skills learned in Supply Chain Management courses to analyze a case study in which the supply chain for a particular product or company was disrupted. In a written paper or presentation, describe what went wrong and how management addressed the problem. Discuss whether or not the issue was resolved and the impact it had on either the supply chain or the industry as a whole. For example, analyze the 2002 Long Beach Port Strike and demonstrate through graphic representations and narrative writing how the strike impacted a range of manufacturers, retailers, and consumers in multiple locations.

Supply Chain Efficiency

- (1) Select an existing business that has an international supply chain. Create a visual representation of its components and, where possible, the business and government entities contributing to the supply chain. Applying knowledge of regulations, trade laws, cost of handling and transporting procedures, and supply chain managerial decision making, redesign the chosen business's supply chain to make it more efficient. Defend recommendations.
- (2) Using an existing Tennessee retail operation, design transportation delivery routes to a minimum of five in-state locations. Include instructions on how to pack the truck. Design routes in such a way that costs are minimized. Incorporating an Excel spreadsheet, compare more than one route option for cost effectiveness.
- (3) Investigate the use of last mile strategies in supply chain management. Compare inventory deployment, response/delivery time constraints, product return processing, and modes of deliveries for last mile and traditional supply chains. Alter a traditional supply chain into a last mile supply chain for an existing product. Present the ramifications of the change through graphs, charts, spreadsheets, maps, and written analysis.

Capstone Project

- (1) Plan a distribution center. In a written plan complete with accompanying graphic illustrations, charts, and/or tables, outline the following:
 - (a) Select a location for the center and indicate on a map the service area for the distribution center;
 - (b) Using online mapping applications, identify businesses within the area that could be potential customers;
 - (c) Determine the type of distribution center to build based on potential customers—for example, a retail distribution center, a service parts distribution center, a catalog or e-commerce distribution center, or a 3PL (3rd party) distribution center;
 - (d) Include a brief description of how each of the following operations will be handled at the distribution center: dock operations, receiving operations, storage operations, picking operations, packaging operations, shipping operations, and processing returns;

- (e) Evaluate possible material handling and storage equipment for use in the distribution center and assess when and where multiple warehouses and distribution centers should be utilized;
- (f) Investigate the modes of transportation to be used to ship materials and develop guidelines for when each should be used. Consider truck, rail, air transport, maritime transport, intermodal, and outsourcing as methods of moving product; and
- (g) Develop clearly defined and measurable metrics to assess progress, and supply sample cost and revenue projections based on specified inventory, overhead, variable costs, and other inputs.

Career Portfolio

- (1) Compile important artifacts that represent professional and personal skill attainment to create a career portfolio. Develop a plan to distribute the electronic portfolio as part of a career job search and/or admission to a postsecondary program. Portfolio items may include:
 - (a) Attainment of technical skill competencies, licensures or certifications, recognitions, awards, and scholarships;
 - (b) Documentation of extended learning experiences, such as community service, professional organizations, or internships;
 - (c) Abstract of technical competencies mastered during the practicum;
 - (d) Resume;
 - (e) Examples of best work; and/or
 - (f) Other artifacts compiled in previous courses.

Standards Alignment Notes

*References to other standards include:

- P21: Partnership for 21st Century Skills [Framework for 21st Century Learning](#)
 - Note: While not all standards are specifically aligned, teachers will find the framework helpful for setting expectations for student behavior in their classroom and practicing specific career readiness skills.

Supply Chain Management Practicum

Primary Career Cluster:	Marketing
Consultant:	Tara Campbell, (615) 253-7442, Tara.Campbell@tn.gov
Course Code(s):	TBD
Prerequisite(s):	Two credits in the Supply Chain program of study
Credit:	1
Grade Level:	11-12
Graduation Requirements:	This course satisfies one of three credits required for an elective focus when taken in conjunction with other Marketing courses.
Programs of Study and Sequence:	This is a capstone course in the <i>Supply Chain Management</i> program of study.
Aligned Student Organization(s):	DECA: http://www.decatn.org FBLA: http://www.fblatn.org Steven Mitchell, (615) 532-2829, Steven.Mitchell@tn.gov
Coordinating Work-Based Learning:	Teachers who hold an active WBL certificate may offer placement for credit when the requirements of the state board's WBL Framework and the Department's WBL Policy Guide are met. For information, visit https://tn.gov/education/topic/work-based-learning .
Available Student Industry Certifications:	None
Dual Credit or Dual Enrollment Opportunities:	There are no known dual credit/dual enrollment opportunities for this course. If interested in developing, reach out to a local postsecondary institution to establish an articulation agreement.
Teacher Endorsement(s):	030, 035, 039, 052, 054, 152, 153, 158, 202, 204, 311, 430, 435, 436, 471, 472, 474, 475, 476
Required Teacher Certifications/Training:	None
Teacher Resources:	https://www.tn.gov/education/article/cte-cluster-marketing

Course Description

Supply Chain Management Practicum is a capstone course intended to provide students with the opportunity to apply the skills and knowledge learned in previous Supply Chain courses within an authentic business setting. Practicum activities can take place around student-led startups under the supervision of the instructor or in collaboration with a local business incubator. The standards in this course can also be used to promote student participation in a work-based learning (WBL) experience through an internship or other off-campus arrangement. Upon completion of the practicum, proficient students will be prepared to enter the workforce in an entry-level supply chain position or continue their study at the postsecondary level.

Work-Based Learning Framework

Practicum activities may take the form of work-based learning (WBL) opportunities (such as internships, cooperative education, service learning, and job shadowing) or industry-driven project-based learning. These experiences must comply with the Work-Based Learning Framework guidelines established in SBE High School Policy 2.103. As such, this course must be taught by a teacher with an active WBL Certificate issued by the Tennessee Department of Education and follow policies outlined in the Work-Based Learning Policy Guide available online at <https://tn.gov/education/topic/work-based-learning>. The Tennessee Department of Education provides a *Personalized Learning Plan* template to ensure compliance with the Work-Based Learning Framework, state and federal Child Labor Law, and Tennessee Department of Education policies, which must be used for students participating in WBL opportunities.

Program of Study Application

This is the capstone course in the *Supply Chain Management* program of study. For more information on the benefits and requirements of implementing these programs in full, please visit the please visit the Marketing career cluster website available at. <https://tn.gov/education/topic/career-clusters>.

Course Requirements

This capstone course aligns with the requirements of the Work-Based Learning Framework (established in Tennessee State Board High School Policy), with the Tennessee Department of Education's Work-Based Learning Policy Guide, and with state and federal Child Labor Law. As such, the following components are course requirements:

Course Standards

Internship

- (1) Participate in a work-based learning internship experience to develop, practice, and demonstrate skills outlined in the standards below and in previous courses in this program of study. An internship should follow current Tennessee work-based learning guidelines as appropriate.
- (2) Create and continually update a personal journal to document internship activities. Draw connections between the experience and course content, thoughtfully reflecting on:
 - (a) Acquired leadership skills;
 - (b) Problem-solving techniques and decision-making skills;
 - (c) Team member participation in a learning environment; and
 - (d) Personal career development.
- (3) Upon conclusion of the internship, write an informative essay summarizing the internship experience and next steps for personal and professional growth. Produce a technology-enhanced class presentation showcasing highlights, challenges, and lessons learned from the internship. Special emphasis should be placed on instances in which students experienced being a part of an actual problem-solving scenario as part of their internship placement and how the problem required them to apply knowledge learned in CTE courses.
- (4) A student will have a Personalized Learning Plan that identifies their long-term goals, demonstrates how the (WBL experience aligns with their elective focus and/or high school plan of study, addresses how the student plans to meet and demonstrate the course standards, and addresses employability skill attainment in the following areas:
 - (a) Application of academic and technical knowledge and skills (embedded in course standards);
 - (b) Career knowledge and navigation skills;
 - (c) 21st Century learning and innovation skills; and
 - (d) Personal and social skills.

Launching a Career in Supply Chain

- (1) Produce an in-depth profile of the WBL placement company. Cite specific textual evidence from the company's literature, conduct interviews, and/or analyze press coverage (if available) to summarize the following:
 - (a) The mission and history of the organization;
 - (b) Headquarters and organizational structure;
 - (c) Products or services provided;
 - (d) Marketing/branding strategy;
 - (e) Profit model;
 - (f) Website and contact information; and
 - (g) Components of supply chain channel.
- (2) Complete an authentic job application as part of a career search or work-based learning experience. Participate in a mock interview. Prior to the interview, update a personal resume, research tips on dress and grooming, most commonly asked interview questions, appropriate conduct during an interview, and recommended follow-up procedure. Upon completion of the interview, write a thank you letter to the interviewer in a written or email format.
- (3) Investigate the current climate of businesses within the supply chain industry in the U.S. and abroad. Synthesizing the most recent information on interest rates, consumer spending, market competition, regulation, investment activity, and other economic data, identify the potential constraints and opportunities for the WBL placement company. Draw conclusions based on the research and compile into a memo, executive summary, or mock proposal highlighting where to compete and how to obtain a competitive advantage.

Occupational Safety

- (1) Demonstrate the ability to comply with personal and environmental safety practices associated with the appropriate handling and storage methods of materials in accordance with local, state, and federal safety and environmental regulations.
 - (a) Adhere to responsibilities, regulations, and Occupational Safety & Health Administration (OSHA) policies regarding reporting of accidents, observed hazards, and emergency response procedures;

- (b) Interpret Material Safety Data Sheets (MSDS) to determine any hazards related to materials handled. Use appropriate signs and symbols to identify hazardous materials within warehouses and during transportation of the materials;
- (c) Maintain a portfolio record of written safety examinations and equipment examination for which the student has passed an operational checkout by the instructor; and
- (d) Identify dangerous goods and be able to discuss how they influence warehouse and transportation decisions, and determine the appropriate corrective actions if faced with a hazardous situation as outlined by the Emergency Response Guidebook published by the U.S. Department of Transportation.

Communications and Professionalism

- (1) Practice effective verbal, nonverbal, written, and electronic communication skills for working with customers, employees, dispatchers, wholesalers, and retailers. Demonstrate the ability to listen attentively, speak courteously and respectfully, discuss client ideas/vision, resolve conflicts, and respond to customer objections or complaints to the customer's satisfaction.
- (2) Collect Codes of Ethics from work-based learning placement. Analyze what the statements say about the work culture at the particular organization to the actual climate in the workplace of the business. Synthesize principles from the written code of ethics and the workplace climate to create a personal code of ethics, to be included in a career portfolio compiled throughout the course.
- (3) Research the organizational chart and job descriptions for each of the positions within the work-based learning placement. For each, identify desirable employability skills and character traits for professionals working in that position, including specific technical skills as well as soft skills.

Distribution and Logistics Technology

- (1) Demonstrate proficiency with Microsoft Office programs by using them to complete class assignments including writing papers, making presentations for various stakeholders (i.e. peers vs. executives), solving problems, keeping records, and managing data.
- (2) Identify the various forms of technology in the work-based learning environment. Organize each identified piece of technology into equipment or software. For each, compile the different applications in managing distribution and logistics operations. Create a catalog sorted by type of application that includes the following:

- (a) A generic description of the purpose of each type of software/technology included. Possible categories to include are electronic commerce (e-commerce), barcode software, enterprise resource planning (ERP), distribution resource planning (DRP), a people process (such as SIOP), transportation management systems (TMS), and electronic data interchange (EDI);
 - (b) An entry for each specific software/technology that falls in the application category, including graphics, product description, key features, best uses, and a link to the product website; and
 - (c) A description of how each piece of technology plays into short and long term distribution and logistics decision making.
- (3) Write an explanatory paper describing the organization's software programs and the extent to which they are integrated and the effect of that infrastructure on efficiency of data tracking.

Warehousing Management

- (1) Create a layout depiction for the work-based learning placement's processing of incoming and outgoing, cross-docking, and storage of products. Provide a sketch of the shipping and receiving area and write out a standard operating procedure for each.
- (2) Create a flow chart for the processing of incoming goods and materials used at the work-based learning placement. Include processes for dealing with damaged, incorrect, and incomplete orders.
- (3) Job shadow or interview a warehouse manager or logistician and assess how they plan for the shipment of a product. Given a set of constraints, such as a specified timetable, destination, quantity, or other factor, determine how the number of pallets needed and assignment of dock doors to accommodate the appropriate number of loads is calculated.
- (4) Develop a written profile of how the business coordinates and controls the order cycle and associated information systems of scheduling, cost analysis, documentation confirmation, packing lists, MSDS, product seals, packaging types, packaging labels, and routing issues. Include a description of the performance metrics used to monitor the quality, quantity, cost, and efficiency of the movement and storage of goods.
- (5) In a written paper or presentation, describe an instance where a problem within the supply chain arose at the business. Describe what went wrong and how management addressed the problem. Discuss whether or not the issue was resolved and the impact it had on either the supply chain or the industry as a whole.

Supply Chain Efficiency

- (1) For the work-based learning placement, create a visual representation of its supply chain components and, where possible, the business and government entities contributing to the supply chain. Applying knowledge of regulations, trade laws, cost of handling and transporting procedures, and supply chain managerial decision making, identify areas of the supply chain that could be redesigned to make it more efficient.
- (2) Review the company's transportation delivery routes to multiple locations, outlining in a flowchart or business memo the modes of transportation utilized for imports, domestic inbound, outbound deliveries, and/or exports. Critique routes for cost effectiveness. Analyze the advantages and disadvantages of each mode of transportation and discuss when it is appropriate to use each.

Portfolio

- (1) Create a portfolio, or similar collection of work, that illustrates mastery of skills and knowledge outlined in the previous courses and applied in the practicum. The portfolio should reflect thoughtful assessment and evaluation of the progression of work involving the application of steps of the entrepreneurial or business acquisition process. The following documents will reside in the student's portfolio:
 - (a) Career and professional development plan;
 - (b) Resume;
 - (c) List of responsibilities undertaken through the course;
 - (d) Examples of business plan and supporting materials developed and used during the course;
 - (e) Sources of support, including mentors, financial, in-kind, and other;
 - (f) Description of technology used, with examples if appropriate;
 - (g) Periodic journal entries reflecting on tasks and activities; and
 - (h) Feedback from instructor and/or supervisor based on observations.

Standards Alignment Notes

*References to other standards include:

- P21: Partnership for 21st Century Skills [Framework for 21st Century Learning](#)
 - Note: While not all standards are specifically aligned, teachers will find the framework helpful for setting expectations for student behavior in their classroom and practicing specific career readiness skills.