



2017-2018

Introduction to Criminal Justice

OUTLINE

DESCRIPTION:

Introduction to Criminal Justice is designed to expose students to the occupations within the Criminal Justice System. Students will examine the criminal justice system through the study of laws of evidence, techniques of investigation, report writing, and courtroom procedures. Writing skills, oral communication skills, positive attitudes, and presentation skills related to law enforcement will be emphasized. Many of the performance objectives align with the state's Peace Officer Standards and Training (POST) requirements. Students will be exposed to the wide array of employment opportunities within the public safety service arena. Activities in this course include work-based learning that connects students to industry and the local community.

Intro to Criminal Justice has been UC a-g approved to meet the elective ("g" – History/Social Science) requirement.

INFORMATION

- A. Pre-requisite: None
- B. Course Length: One year
- C. Sector: Public Service
- D. Pathway: Public Safety

O*Net SOC Codes	
Code #	Title
21.1092.00	Probation Officers
33.3011.00	Bailiffs
33.3021.00	Detectives and Criminal Investigators
33.3051.03	Police and Sheriff's Patrol Officers
33.9032.00	Security Guards

Orientation
<ul style="list-style-type: none">A. Introduce the course and facilities.B. Discuss the syllabus and major objectives.C. Explain applicable classroom management procedures, the ROP Student Rules of Conduct, and any operational guidelines.D. Review instructor/student expectations.E. Explain enrollment and attendance requirements and procedures.F. Review grading and student evaluation procedures.G. Discuss the community classroom aspect of the program if applicable.H. Discuss the “next steps” related to additional education, training, and employment.I. Review classroom safety, emergency and disaster procedures.
1. Communication Skills
<ul style="list-style-type: none">A. Demonstrate positive verbal communication skills using appropriate vocabulary, demeanor, and vocal tone in the classroom and/or worksite.B. Read and interpret written information and directions.C. Practice various forms of written communication appropriate to the occupation.D. Practice positive body language skills.E. Practice professional verbal skills for resolving a conflict.F. Demonstrate active listening skills including techniques for checking for understanding, and for obtaining clarification of directions.
2. Interpersonal Skills
<ul style="list-style-type: none">A. Demonstrate positive teamwork skills by contributing to a group effort.B. Practice the importance of diversity awareness and sensitivity in the workplace.C. Define sexual harassment in the workplace and identify the employee’s role and responsibility.D. Practice participation skills.E. Identify different personality types and strategies for working effectively with each type.F. Practice business and social etiquette skills appropriate to the occupation.G. Discuss the role of business and personal ethics in the decision-making process.H. Evaluate various job-related scenarios and justify decisions based on ethics.I. Demonstrate flexibility and adaptability in working with others.J. Demonstrate the use of time management skills.
3. Employability Skills

- A. Demonstrate appropriate attendance and punctuality practices for the classroom and worksite if applicable.
- B. Prepare a resume, cover letter, and job application forms.
- C. Demonstrate interviewing techniques using appropriate tone and body language.
- D. Demonstrate appropriate dress and grooming standards in seeking employment and for the workplace.
- E. Identify strategies for employment retention.
- F. Analyze the impact of social networking on employability.
- G. Identify the need for continuing education, professional development, and professional growth in chosen field.
- H. Identify appropriate procedures for leaving a job.
- I. Identify sources of job information, including electronic sources.
- J. Review company policies and current trends in employee compatibility screening, drug screening, and background checks.

4. Leadership

- A. Define leadership and identify the responsibilities, competencies, and behaviors of successful leaders.
- B. Work with peers to promote divergent and creative perspectives.
- C. Demonstrate how to organize and structure work, individually and in teams, for effective performance and the attainment of goals.
- D. Explain multiple approaches to conflict resolution and their appropriateness for a variety of situations in the workplace.
- E. Employ ethical behaviors and actions that positively influence others.
- F. Use a variety of means to positively impact the direction and actions of a team or organization.
- G. Analyze the short-term and long-term effects a leader's actions and attitudes can have on productivity, morale, and organizational culture.

5. Personal and Occupational Safety

- A. Demonstrate procedures to be followed in the case of emergencies.
- B. Discuss ways to report a potential safety hazard to a supervisor.
- C. Identify and discuss cyber ethics, cyber safety, and cyber security.
- D. Apply personal safety practices to and from the job.
- E. Describe the procedure for reporting a work-related hazard or injury.
- F. Recognize the effects of substance abuse in the workplace.

6. Origins and Distinctions of the Law

- A. Differentiate between a felony, misdemeanor, and an infraction.
- B. Differentiate between the spirit of the law vs. letter of the law.
- C. Define "intent" and identify the different types of intent.
- D. Describe and identify the parties to a crime, including principals and accessories.
- E. Describe the historical background of law enforcement from the early 1900's.

- F. Describe the values and purpose of laws in our society and what problems could occur without laws.
- G. Identify and categorize the most commonly used Codes of Law including California, Penal, Vehicle, Health and Safety, Welfare and Institution, Business and Professional, and Education Codes.
- H. Evaluate issues that arise when morality conflicts with statutory law.
- I. Evaluate issues that arise when cultural differences must coexist with statutory law.

7. First Amendment

- A. Identify the constitutional elements of the 1st amendment as they relate to everyday law.
- B. Evaluate how the 1st Amendment is interpreted by case law.
- C. Explain how 1st amendment rights are restricted in certain situations.

8. Fourth Amendment

- A. Examine major constitutional rights afforded under the 4th Amendment as they relate to everyday law.
- B. Define consent search, warrantless search, warrant search, cursory search, and search incidental to an arrest.
- C. Differentiate between probable cause and reasonable suspicions.
- D. Explain the difference between detentions and arrests.
- E. Explain the elements of a lawful arrest.
- F. Describe the elements of a "citizen's arrest" (Penal Code 849).
- G. Evaluate how the 4th Amendment is interpreted by case law.
- H. Explain exceptions to the misdemeanor rule.
- I. Define Ramey Warrant Arrest and identify the exceptions.
- J. Explain the expectations of privacy as they apply to the 4th Amendment.

9. Fifth Amendment

- A. Examine major constitutional rights afforded under the 5th Amendment as they relate to everyday law.
- B. Identify the elements of Miranda as it pertains to custody and interrogation.
- C. Describe the history of "Miranda vs. Arizona" and similar court decisions, and their impact on criminal law, and the requirements of warnings.
- D. Evaluate how the 5th Amendment is interpreted by case law.
- E. Describe the difference for adults vs. juveniles concerning Miranda Rights.
- F. Define Self-incrimination and how it applies to the 5th Amendment.
- G. Define eminent domain.
- H. Explain reasonable expectation of privacy.
- I. Identify the use and consequences of spontaneous statements.
- J. Identify the separate rights/policies that apply to law enforcement officers.

<p>10. Sixth Amendment</p> <ul style="list-style-type: none"> A. Explain the elements of due process as it applies under the 6th amendment. B. Demonstrate how the 6th Amendment is used in criminal proceedings. C. Explain the significance of Double Jeopardy. D. Explain the differences in military vs. civil process in regards to the 6th Amendment.
<p>11. Eighth Amendment</p> <ul style="list-style-type: none"> A. Examine major constitutional rights afforded under the 8th Amendment as they relate to everyday law. B. Evaluate how the 8th Amendment is interpreted by case law. C. Identify the levels of “Use of Force” (on the continuum).
<p>12. Fourteenth Amendment</p> <ul style="list-style-type: none"> A. Examine major constitutional rights afforded under the 14th Amendment regarding due process. B. Identify how the 14th Amendment supports the rights of “life and liberty” of citizens. C. Evaluate how the criminal justice system facilitates due process regarding the rights of citizens. D. Evaluate how the 14th Amendment is interpreted by case law. E. Research current issues and explain how they apply to the 14th Amendment.
<p>13. Law Enforcement Branch</p> <ul style="list-style-type: none"> A. Describe the differences between sworn and non-sworn personnel positions and duties. B. Explain the importance of following the chain of command. C. Identify the difference between proactive and reactive patrol. D. Compare and contrast county, municipality, state, and federal law enforcement agencies. E. Identify and explain Penal Codes 832, 836, and 837.
<p>14. Judicial Branch</p> <ul style="list-style-type: none"> A. Explain courtroom procedures (e.g., arraignment, preliminary hearing, jury trial, and sentencing). B. Compare and contrast federal, state, municipal, and judicial branches. C. Identify the types and purpose of local courts (Superior, Civil, Traffic, Municipal, and Juvenile). D. Identify procedural law for courtroom procedures from arrest through sentencing. E. Explain the process of appeal from Circuit through Supreme Court.

- F. Explain electoral, appointed, and limit terms of court officials.
- G. Identify the elements of indictment and grand jury processes.
- H. Explain the juvenile court process and its adjudication.

15. Corrections Branch

- A. Identify the role and function of the adult and juvenile correctional systems at the local, state, and federal levels.
- B. Explain the difference between and personal ramifications of parole and probation.
- C. Identify the occupations within the corrections system.
- D. Compare and contrast federal, state, and local correctional agencies.
- E. Describe the effects of the Public Safety Realignment Act (AB109) on the correctional system.

16. Ethics and Professionalism

- A. Describe the impact of unethical behavior for both on and off duty personnel.
- B. Analyze the code of ethics for law enforcement personnel.
- C. Identify ethical standards expected of the criminal justice system.
- D. Explain how personal financial responsibility relates to ethics and employment potential.
- E. Explain the purpose of the pre-employment personal background statement.
- F. Differentiate between conviction and waiting in custody for criminal proceedings.

17. Community Relations/ Cultural and Diversity Awareness

- A. Explain community-based/problem-oriented policing.
- B. Identify current issues facing the adult and juvenile justice system.
- C. Evaluate gender and ethnicity issues faced within the criminal justice system.
- D. Identify how the criminal justice system has evolved to meet the changing needs of society.
- E. Explain the proper procedures for dealing the special needs population (especially in regards to 5150s).

18. Report Writing

- A. Prepare usable (e.g., detailed, concise, factual) reports (both handwritten and computer generated), including daily police forms and narratives.
- B. Prepare usable diagrams for first responders.
- C. Demonstrate the use of note-taking techniques to gather information.
- D. Describe how police reports are used in court for testimony.
- E. Use proper resource materials.
- F. Prepare a report based on a suspect interview/interrogation.

19. Employment Process

- A. Research and report on the specialized occupations within the criminal justice system.
- B. Identify the steps in the hiring process from application to employment.
- C. List the eligibility requirements for various criminal justice positions.
- D. Explain the impact of pre-service activities on employability and/or military eligibility (e.g., financial irresponsibility, criminal record, improper social media behavior, etc.).
- E. Identify the reasons for disqualification.
- F. Describe the physical fitness requirements and the impact of nutrition and a healthy lifestyle on employability/job performance.

Key Assignments

Assignment	Competencies	Career Ready Practices	Anchor Standards	Pathway Standards	CCSS
1. Students will participate in mock interviews that represent current industry practices (e.g., skills demonstrations, resumes, applications, portfolios, personal websites, etc.).	1A, B, D 3B, C, D, I, J	2 3 10	2 3		LS 11-12.6 SLS 11-12.2
2. Students will prepare and execute a legal search warrant.	1B, C 2A, D, I, J 5A 6A, C, D, G 8A, C, E, G, J 18A, C, E, F	1 2 5	5 8 10	C 5.0 C 6.0	LS 11-12.1 LS 11-12.2 WS 11-12.7
3. In groups, students will evaluate current search and seizure practices on their high school campus. They will research case law that supports those practices and present their findings electronically to the class.	1A, B, C 2A, D, I 6A, C, D, G 8A-E, G, J 9A, D-F, H, I 10A 12A 18A, C, E, F	1 2	4 7 8	C 5.0 C 6.0	SLS 11-12.1d WS 11-12.6
4. Students will debate US capital punishment policies in comparison to that of foreign countries. Students will present their findings.	1A, B, D-F 2A, D, I, J 6H, I 11A, B 12A-C 14 B, E 15 A, D	1 2 5 11	2 11	C 3.0 C 6.0	LS 11-12.6
5. Students will describe the Fourteenth Amendment and how it is	1A, B, D-F 2A, B, D, E, I, J	1 2	2 5	C 2.0 C 3.0	LS 11-12.6 WS 11-12.7

Assignment	Competencies	Career Ready Practices	Anchor Standards	Pathway Standards	CCSS
associated with due process and equal protection. Students will debate whether or not all persons on American soil are protected under this amendment.	6C, H, I 7A, C 8D, F 9A, D, E 10A, B 12A-E 14A, D 17B-E		11	C 5.0 C 6.0	
6. Students will participate in a mock trial, assuming all positions within the courtroom work group. Students must include a minimum of two landmark cases within their arguments, citing case precedence.	1A-F 2A, B, D, E, I, J 3C, D 6C, D, G 8A-C, E, G 9A, B, D-F, H, I 10A, B 12A-C 14A, C, D 18A, C-F	1 2 11	2 5 8 9 10 11	C 2.0 C 3.0 C 5.0 C 6.0	LS 11-12.6 SLS 11-12.1b SLS 11-12.1d WS 11-12.7
7. Using current events, students will identify and debate the ethical issues surrounding the event and analyze how their personal belief systems impact their perception of ethical/unethical behavior.	1A, B, D-F 2A, B, D, E, H-J 6B, C, H, I 8E 9A 10A 16A-C 17 B-D	1 2 8	2 5 11	C 2.0 C 3.0	LS 11-12.6 WS 11-12.7
8. Students will prepare (both handwritten and computer generated) a person's crime report, property crime report, arrest report, and	1B, C 2I, J	4	2 10	C 5.0 C 6.0	LS 11-12.6 WS 11-12.6

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Assignment	Competencies	Career Ready Practices	Anchor Standards	Pathway Standards	CCSS
traffic report.	6A, C, D, G 8B-E, J 9A 10B 18A-F				

Standards Assessed in this Program

Career Ready Practices

1. Apply appropriate technical skills and academic knowledge.
2. Communicate clearly, effectively, and with reason.
3. Develop an education and career plan aligned to personal goals.
4. Apply technology to enhance productivity.
5. Utilize critical thinking to make sense of problems and persevere in solving them.
6. Practice personal health and understand financial well-being.
7. Act as a responsible citizen in the workplace and the community.
8. Model integrity, ethical leadership, and effective management.
9. Work productively in teams while integrating cultural/global competence.
10. Demonstrate creativity and innovation.
11. Employ valid and reliable research strategies.
12. Understand the environmental, social, and economic impacts of decisions.

Anchor Standards

2.0 Communications

- Acquire and use accurately sector terminology and protocols at the career and college readiness level for communicating effectively in oral, written, and multimedia formats.

3.0 Career Planning and Management

- Integrate multiple sources of career information from diverse formats to make informed career decisions, solve problems, and manage personal career plans.

4.0 Technology

- Use existing and emerging technology, to investigate, research, and produce products and services, including new information, as required in the sector workplace environment.

5.0 Problem Solving and Critical Thinking

- Conduct short, as well as more sustained, research to create alternative solutions to answer a question or solve a problem unique to the sector using critical and creative thinking, logical reasoning, analysis, inquiry, and problem-solving techniques.

6.0 Health and Safety

- Demonstrate health and safety procedures, regulations, and personal health practices and determine the meaning of symbols, key terms, and domain-specific words and phrases as related to the sector workplace environment.

7.0 Responsibility and Flexibility

- Initiate, and participate in, a range of collaborations demonstrating behaviors that reflect personal and professional responsibility, flexibility, and respect in the sector workplace environment and community settings.

8.0 Ethics and Legal Responsibilities

- Practice professional, ethical, and legal behavior, responding thoughtfully to diverse perspectives and resolving contradictions when possible, consistent with applicable laws, regulations, and organizational norms.

9.0 Leadership and Teamwork

- Work with peers to promote divergent and creative perspectives, effective leadership, group dynamics, team and individual decision making, benefits of workforce diversity, and conflict resolution.

10.0 Technical Knowledge and Skills

- Apply essential technical knowledge and skills common to all pathways in the sector following procedures when carrying out experiments or performing technical tasks.

Pathway Standards

Public Services - Public Safety Pathway

C2.0 Describe the history, shared mission, and roles of public safety agencies and professionals at the national, state, and local government levels.

C3.0 Assess the local, state, national, and global perspectives on homeland security and the implications of protecting the public from natural and manmade threats to public safety.

C5.0 Employ active listening, concise reporting, and familiarity with professional equipment to communicate effectively.

C6.0 Understand the laws, ordinances, regulations, and organizational policies that guide respective public safety career fields.

Common Core State Standards

ENGLISH LANGUAGE ARTS

Language Standards

LS 11-12.6: Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the (career and college) readiness level, demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Speaking and Listening Standards

SLS 11-12.2: Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions, and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.

SLS 11-12.1: Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners, building on others ideas and expressing their own clearly and persuasively.

SLS 11-12.1b: Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.

SLS 11-12.1d: Respond thoughtfully to diverse perspectives, synthesize comments, claims and evidence made on all sides of an issue, resolve contradictions when possible, and determine what additional information or research is required to deepen the investigation or complete the work.

Writing Standards

WS 11-12.6: Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback including new arguments and information.

WS 11-12.7: Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem, narrow or broaden the inquiry when appropriate, synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

A-G Approved Key Assignments

1. Students will compare and contrast English and American law, completing a timeline illustrating major historical events/developments of both systems.
2. Students will research the various types of law, and report on their purposes.
3. Students will evaluate Peel's nine principles of policing as they relate to current day issues in society.
4. Students will define the purpose of the law and through Socratic seminar determine if the laws are relevant in today's society.
5. Students will debate the pros and cons of capital punishment.
6. Using current court cases, students will prepare a 3 page essay supporting their position as to whether the punishment fit the crime.
7. Students will evaluate a current event with a 1st amendment issue. Students will compare and contrast it to a historical case, presenting their similarities and differences to class.
8. Students will prepare a legal search warrant that complies with the 4th amendment based on a particular scenario.
9. In groups, students will evaluate current search and seizure practices on their high school campus. They will research case law that supports those practices and present their findings electronically to the class.
10. Students will examine the role of precedent in Supreme Court decisions -- why precedents are usually followed and what justices take into consideration when they overturn precedents.
11. Students will analyze the case of Dickerson v. United States (2000), which most Court watchers predicted Chief Justice William Rehnquist

would use to overturn the precedents established in <i>Miranda v. Arizona</i> (1966).
12. Students will trace the <i>Miranda</i> decision to <i>Yarborough v. Alvarado</i> (2004), a case that answered the question of whether juveniles are entitled to special procedures for <i>Miranda</i> warnings.
13. Students will participate in a mock trial demonstrating the different roles associated with court procedures.
14. Students will compare and contrast US capital punishment policies to that of foreign countries. Students will present their findings.
15. Students will describe the Fourteenth Amendment and how it is associated with due process and equal protection. Students will debate whether or not all persons on American soil are protected under this amendment.
16. Students will identify examples and analyze the importance of dissent in Supreme Court decisions involving the Fourteenth Amendment.
17. In groups, students will research the organization of a specific county/municipal law enforcement agency. Students will produce an organizational chart illustrating the various positions within the law enforcement divisions of that agency and the responsibilities of each position. Students will make a presentation to class, comparing and contrasting the differences of each agency.
18. Students will identify the law enforcement agencies within their own communities. Students will list the agencies and their level of policing, identifying those responsibilities that overlap. Students will evaluate the effectiveness of having multiple agencies servicing the same jurisdiction.
19. Students will debate current events, determining which law enforcement agency has jurisdiction (including local, state, and federal).
20. In groups, students will assume the position of a specific court that rendered decisions on a case that was challenged at each jurisdictional level. Students will present their court's decision and the reason it was appealed.
21. Students will participate in a mock trial, assuming all positions within the courtroom work group. Students must include a minimum of two

landmark cases within their arguments, citing case precedence.
22. Students will submit a proposal to a sentencing panel regarding the appropriate sentence for a defendant in violation of the law.
23. Students will participate in a mock parole hearing, assuming all the roles of participating principals.
24. Students will rewrite the Law Enforcement Code of Ethics in their own words. Students will identify their personal code of ethics, and together create a classroom set of ethics.
25. Using current events, students will identify and debate the ethical issues surrounding the event and analyze how their personal belief systems impact their perception of ethical/unethical behavior.
26. Students will define ethnocentrism and identify how it affects our law enforcement system. Students will review a current event and write a reaction paper identifying those multicultural issues evident.
27. Students will prepare a list of questions specific to an identified group within law enforcement. Students will ask these questions of a panel of law enforcement professionals that represent these groups. Students will write a reaction essay to the information shared. Students will compare and contrast their reactions with their class.
28. Students will complete a literature review, comparing recent articles on gender equity within law enforcement.
29. Students will research the ratios of female to male in various law enforcement agencies.
30. Students will prepare usable reports, both handwritten and computer generated including daily police forms and narratives.
31. Students will compile a work portfolio.