



Regional Occupational Program

Criminal Justice 1 A-G 2026-2027

COURSE DESCRIPTION

Criminal Justice 1 introduces students to public safety and criminal justice career pathways. Students examine the history, purpose, structure, and function of the criminal justice system, including law enforcement, courts, corrections, and the juvenile justice system. Students study constitutional rights, criminal law, juvenile law, ethics, professionalism, arrest and search-and-seizure concepts, report writing, victimology, fingerprinting, traffic law enforcement, and public safety career preparation. Students develop foundational 21st century workplace skills, including effective communication, critical thinking, collaboration, ethical decision-making, and responsible use of technology. This course prepares students for the Advanced Criminal Justice course and introduces postsecondary and career pathways such as Bureau of Security and Investigative Services (BSIS) security guard registration/training, California Commission on Peace Officer Standards and Training (POST) selection and academy requirements, enrollment in a law enforcement academy, and college degree pathways in criminal justice or related public safety fields.

Course Information:

Course Length: 1 Year
 Prerequisite: None
 Course Level: Concentrator
 UC: Yes G - Elective
 Articulated: No
 Industry Cert.: No
 Industry Sector: Public Services
 Pathway: Public Safety
 CALPADS: 8411

O*Net SOC Codes:

33-3051 Police and Sheriff's Patrol Officers
 43-5031 Public Safety Telecommunications
 33-9021 Private Detectives and Investigators
 33-9032 Security Guard
 33-3051.04 Customs and Border Protection Officers

Legend:

CTE - PS CTE Pathway Standards
 CRP Career Ready Practices
 CTE - AS CTE Anchor Standards
 CCSS Common Core State Standards
 ISTE International Society for Technology in Education

*Includes updates from 25/26 Public Services Advisory
[Advisory Minutes](#)*

Criminal Justice 1

Course Orientation

- a. Discuss objectives for this course, including competencies, teacher expectations, classroom policies, and procedures.
- b. Identify and discuss the acquisition of transferable skills (communication, collaboration, creativity, and critical thinking) and their importance to being college and career ready and for future personal and professional success.
- c. Review objectives, competencies, and course syllabus.
- d. Discuss student and teacher expectations, including behavior, class rules, appropriate dress, pre-course knowledge, and grading policies, including enrollment and attendance requirements and procedures, and classroom/school safety and disaster procedures.
- e. Discuss next steps in course sequence related to the career pathway, the need for reinforcement of basic skills, transferrable skills, and postsecondary and career options.
- f. Discuss the Big Six: Career Ready Essentials and the Standards for Career Ready Practice as they relate to this course, all aspects of the industry sector, and being college and career ready.

Big Six: Career Ready Essentials

1. Effective Communication	CTE - PS	CRP	CTE - AS	CCSS	ISTE
<ol style="list-style-type: none"> a. Demonstrate effective verbal communication and conflict resolution skills. b. Use the writing process to develop written communication with the appropriate tone, organization, and format for the identified audience. c. Explain the effect of interpersonal skills on one's ability to communicate effectively and develop relationships. d. Describe the impact of ineffective communication on business relationships. e. Analyze the impact of vocabulary, body language, and tone on verbal communication. f. Demonstrate active listening skills. g. Accurately interpret industry-specific written communication. h. Model responsible and effective use of various communication technologies. i. Identify valid and reliable digital reference and resource materials. j. Gather information from multiple digital sources to compare and contrast, synthesize, and summarize. k. Identify and use appropriate communication and collaboration technologies. l. Utilize technology to problem solve, accomplish tasks, and to produce or publish products. 		<u>1</u> <u>2</u> <u>11</u>	<u>2</u> <u>3</u> <u>4</u> <u>5</u> <u>7</u> <u>8</u> <u>9</u> <u>10</u> <u>11</u>	<u>LS</u> <u>9-10</u> <u>11-12.6</u> <u>SLS</u> <u>11-12.2</u> <u>9-10</u> <u>11-12.1</u> <u>11-12.1d</u> <u>WS</u> <u>11-12.7</u> <u>11-12.6</u>	<u>1b,c</u> <u>2c</u> <u>3b,c</u> <u>5c</u> <u>6b,c,d</u>
2. Collaboration, Creativity, and Critical Thinking	CTE - PS	CRP	CTE - AS	CCSS	ISTE
<ol style="list-style-type: none"> a. Demonstrate critical thinking skills for a variety of purposes and in different settings. b. Collaborate to reach consensus on an identical objective through the sharing of knowledge, tasks, and learning. c. Discuss the importance of the critical thinking process to real-world applications. 		<u>2</u> <u>4</u> <u>5</u> <u>7</u> <u>9</u>	<u>2</u> <u>3</u> <u>4</u> <u>5</u> <u>7</u>	<u>LS</u> <u>9-10</u> <u>11-12.6</u> <u>SLS</u>	<u>1c</u> <u>3c,d</u> <u>4a-d</u> <u>5c,d</u> <u>6c</u>

<ul style="list-style-type: none"> d. Evaluate the impact of creative thinking on problem solving and innovation in real-world applications. e. Compile work that demonstrates the process used to (elaborate, refine, analyze) evaluate original ideas and maximize creative efforts. f. Apply divergent and convergent thinking to the development of an original idea or solution. g. Examine real-world limits to adopting ideas. h. Demonstrate creative thinking (preparation, insight, evaluation, elaboration, and communication) to create a new idea or concept. i. Assume shared responsibility for collaborative work, and value the individual contributions made by each team member. j. Evaluate evidence, arguments, claims, and beliefs to identify connections. k. Identify bias, prejudice, propaganda, self-deception, distortion, and misinformation. l. Produce intellectual, informational, or material products that serve an authentic purpose. m. Work effectively and respectfully with those from diverse backgrounds or cultures. n. Demonstrate respect, trust, commitment, and the ability to compromise in collaborative projects. 		<u>10</u> <u>11</u>	<u>8</u> <u>9</u> <u>11</u>	<u>9-10</u> <u>11-12.1</u> <u>11-12.1d</u> <u>11-12.2</u> <u>WS</u> <u>11-12.7</u> <u>11-12.6</u>	<u>7b,c,d</u>
3. Leaders and Teams: Roles and Responsibilities	CTE - PS	CRP	CTE - AS	CCSS	ISTE
<ul style="list-style-type: none"> a. Determine the individual and team members' roles and responsibilities. b. Demonstrate leadership skills and qualities (i.e., reliability, negotiation skills, initiative, positive reinforcement, recognition of others' efforts, problem-solving skills, conflict resolution, and delegation). c. Explain the importance of technical, social, and communication skills to team success. d. Compare and contrast leadership styles and their effectiveness in various situations. e. Organize and delegate responsibilities in a team setting to encourage ideas, perspectives, and contributions from all team members. f. Develop a strong sense of team identity by brainstorming solutions, volunteering, assisting others, practicing respect and courtesy, and taking initiative. g. Examine situations in which a follower becomes the leader. h. Describe twenty-first-century skills required across all occupations. i. Identify and discuss the characteristics of a successful team (i.e., leadership, cooperation, and effective decision-making). j. Leverage social and cultural differences to increase innovation and quality of work. 		<u>7</u> <u>8</u> <u>9</u>	<u>3</u> <u>7</u> <u>8</u> <u>9</u> <u>11</u>	<u>SLS</u> <u>11-12.2</u> <u>9-10</u> <u>11-12.1</u> <u>11-12.1d</u> <u>WS</u> <u>11-12.6</u>	<u>7a,c</u>
4. Legal, Ethical, and Environmental Considerations	CTE - PS	CRP	CTE - AS	CCSS	ISTE
<ul style="list-style-type: none"> a. Demonstrate industry-specific ethical and legal practices. b. Identify eco-friendly industry-specific practices and resources. c. Identify local, state, and federal regulatory agencies, entities, laws, and regulations. 		<u>5</u> <u>7</u> <u>8</u>	<u>3</u> <u>5</u> <u>7</u>	<u>WS</u> <u>11-12.6</u> <u>11-12.7</u>	<u>2a,b</u> <u>3a,b</u> <u>5c</u>

<ul style="list-style-type: none"> d. Identify discrimination based on race, nationality, religion, gender, age, disability, or sexual orientation. e. Summarize the ethical and legal implications of workplace discrimination and harassment. f. Explain the concept of corporate citizenship. g. Examine an employer's role in protecting the health and welfare of employees, the community, and the environment. h. Analyze current environmental laws and regulations and their impact on industry. i. Compare and contrast both society's and industry's impact on the environment. 		<u>12</u>	<u>8</u> <u>9</u> <u>11</u>	<u>SLS</u> <u>9-10</u> <u>11-12.1</u> <u>11-12.1d</u> <u>11-12.2</u>	<u>6c</u>
5. Personal Growth and Career Planning	CTE - PS	CRP	CTE - AS	CCSS	ISTE
<ul style="list-style-type: none"> a. Demonstrate continued personal development and growth. b. Develop and manage a personal growth and career plan. c. Explain the relationship between sound financial habits and financial security. d. Create and manage a personal financial plan. e. Demonstrate initiative in achieving personal and professional goals. f. Apply time management strategies to meet deadlines. g. Demonstrate a growth mindset through flexibility and a positive attitude. h. Select and demonstrate appropriate job-search and retention techniques. i. Demonstrate strategies to prepare for employment. j. Demonstrate interpersonal skills appropriate for the workplace. k. Elaborate on the importance of perseverance to personal and professional success. l. Discover personal career interests, aptitudes, and skills. 		<u>1</u> <u>2</u> <u>3</u> <u>4</u> <u>6</u>	<u>2</u> <u>3</u> <u>4</u> <u>7</u> <u>8</u> <u>11</u>	<u>LS</u> <u>9-10</u> <u>11-12.6</u> <u>SLS</u> <u>9-10</u> <u>11-12.1</u> <u>11-12.1d</u> <u>11-12.2</u> <u>WS</u> <u>11-12.6</u>	<u>1a</u> <u>3a,c</u> <u>4d</u> <u>6a,d</u> <u>7b</u>
6. Workplace Safety and Personal Wellness	CTE - PS	CRP	CTE - AS	CCSS	ISTE
<ul style="list-style-type: none"> a. Demonstrate proper industry-specific safe work practices to prevent injury or illness. b. Assess the potential impact of goal setting on personal and professional success. c. Describe the role of security and emergency procedures in workplace safety. d. Describe the effect of preventative measures on emergencies in the workplace. e. Identify and describe the causes, prevention, and treatment of common accidents. f. Identify local, state, and federal agencies that regulate workplace safety. g. Explain the role of the California Occupational Safety and Health Administration (Cal-OSHA) and the Environmental Protection Agency (EPA). h. Discuss the basics of system operations. i. Demonstrate the proper use of personal protective equipment (PPE). j. Explain the purpose of and accurately interpret a Safety Data Sheet (SDS). k. Identify hazardous materials and chemicals. l. Demonstrate proper procedures to respond to work-related accidents and injuries. m. Describe how ergonomics, housekeeping, and maintenance are related to accidents and injuries. 		<u>2</u> <u>5</u> <u>6</u> <u>8</u> <u>12</u>	<u>2</u> <u>5</u> <u>6</u> <u>7</u> <u>8</u> <u>10</u> <u>11</u>	<u>LS</u> <u>9-10</u> <u>11-12.6</u> <u>WS</u> <u>11-12.7</u> <u>11-12.6</u> <u>SLS</u> <u>9-10</u> <u>11-12.1</u> <u>11-12.1d</u>	<u>1a,d</u> <u>2a,d</u> <u>5b</u>

<p>n. Demonstrate cyber ethics, cyber safety, and cybersecurity.</p> <p>o. Assess the potential impact of preventative physical and mental health measures on workplace safety.</p>					
Criminal Justice 1 Units of Instruction					
7. History of the Criminal Justice System	CTE - PS	CRP	CTE - AS	CCSS	ISTE
<p>a. Demonstrate understanding of the history, structure, and function of the American legal system.</p> <p>b. Recognize the freedom and rights afforded individuals under the Bill of Rights and the United States Constitution, especially with regard to the First, Second, Fourth, Fifth, Sixth, Eighth, and Fourteenth Amendments.</p> <p>c. Compare and contrast the structure and function of state and federal court systems; describe the interactions between the two court systems.</p> <p>d. Compare and contrast the characteristics of criminal and civil law and the role of law enforcement in each.</p>	<p>A2.1</p> <p>A5.0</p> <p>A5.1</p> <p>A5.2</p>	<p><u>1</u></p> <p><u>2</u></p> <p><u>5</u></p> <p><u>11</u></p>	<p><u>1</u></p> <p><u>2</u></p> <p><u>5</u></p> <p><u>11</u></p>	<p>LS</p> <p>9-10</p> <p>11-12.6</p> <p>WS</p> <p>11-12.7</p>	
8. Criminal Law	CTE - PS	CRP	CTE - AS	CCSS	ISTE
<p>a. Demonstrate knowledge of the local, state, and federal court system structure.</p> <p>b. Demonstrate knowledge of the history, evolution, principles, and contemporary applications of criminal law.</p> <p>c. Identify the major components of the criminal justice system.</p> <p>d. Explain courtroom procedures in relation to the court officers, jury, and witnesses.</p> <p>e. Explain strategies used by the prosecution and the defense with regard to courtroom testimony.</p> <p>f. Discuss laws and regulations pertaining to weapons and prohibited items, including concealed weapons, loaded firearms, switchblades, and tear gas.</p> <p>g. Differentiate between the spirit of the law and the letter of the law.</p> <p>h. Explain the differences between a felony, misdemeanor, and an infraction.</p> <p>i. Discuss classification of crimes, parties to crimes, elements of crimes, and matters of criminal responsibility.</p> <p>j. Discuss the different kinds and degrees of evidence, and the rules governing admissibility of evidence in court.</p> <p>k. Discuss arrest, search-and-seizure laws, and exclusionary and statutory rules of evidence.</p>	<p>A1.1</p> <p>A1.2</p> <p>A1.4</p> <p>A1.5</p> <p>A1.10</p> <p>A2.1</p> <p>A2.2</p> <p>A2.3</p>	<p><u>1</u></p> <p><u>2</u></p> <p><u>5</u></p> <p><u>8</u></p> <p><u>11</u></p>	<p><u>1</u></p> <p><u>2</u></p> <p><u>5</u></p> <p><u>8</u></p> <p><u>11</u></p>	<p>LS</p> <p>9-10</p> <p>11-12.6</p> <p>SLS</p> <p>11-12.1d</p> <p>WS</p> <p>11-12.7</p>	
9. Juvenile Law	CTE - PS	CRP	CTE - AS	CCSS	ISTE
<p>a. Demonstrate knowledge of the juvenile justice system, its functions, treatment and prevention programs, specialized areas, and state and federal laws related to juveniles.</p>	<p>A5.0</p> <p>A5.1</p> <p>A6.0</p>	<p><u>1</u></p> <p><u>2</u></p> <p><u>5</u></p>	<p><u>1</u></p> <p><u>2</u></p> <p><u>5</u></p>	<p>LS</p> <p>9-10</p> <p>11-12.6</p>	

<ul style="list-style-type: none"> b. Describe laws that pertain to typical juvenile infractions and violations, including curfew laws. c. Discuss the consequences for drug, alcohol, tobacco, or controlled-substance possession, including traffic violations such as driving under the influence (DUI). d. Discuss school laws that affect juveniles. e. Discuss the importance for identifying juveniles involved in gang activities. f. Discuss stalking, bullying, cyberbullying, and online harassment behaviors and related laws as they pertain to juveniles and minors. 	A6.10	11	11	WS 11-12.7	
10. California Corrections System	CTE - PS	CRP	CTE - AS	CCSS	ISTE
<ul style="list-style-type: none"> a. Demonstrate knowledge of the role and function of the California corrections system. b. Explain the role and function of prisons, jails, rehabilitation programs, probation, parole, and reentry services. c. Identify historical influences that are linked to prisons. d. Discuss modern trends in incarceration. e. Describe how correctional systems address population management, overcrowding, alternatives to incarceration, supervised release, and community-based programs. f. Discuss the prison rights movement and the relationship to the Civil Rights Movement. g. Identify prisoner rights under the law. h. Explain rehabilitation, education, treatment, and reentry programs and services offered in correctional settings. i. Evaluate the effectiveness, challenges, and outcomes of rehabilitation and reentry programs. j. Discuss parole and probation requirements and processes. 	A2.8 A2.9	1 2 5 8 11 12	1 2 5 8 11	LS 9-10 11-12.6 SLS 11-12.1d WS 11-12.7	
11. Professionalism and Ethical Codes	CTE - PS	CRP	CTE - AS	CCSS	ISTE
<ul style="list-style-type: none"> a. Describe the responsibilities and duties of the different law enforcement agencies within the law enforcement component of the criminal justice system. b. Explain the importance of personal character attributes, such as integrity, honesty, dependability, and confidentiality within the law enforcement profession. c. Discuss professional codes of ethics and their relationship to law enforcement and public safety careers. d. Describe ethical and unethical behaviors related to law enforcement, public safety, accountability, and public trust. e. Describe the role of public service agencies in preventing terrorism, enhancing security, managing border security, securing cyberspace, and preparing for and responding to emergencies and disasters. 	A1.0 A1.2 A1.4 A1.5 A1.10 A2.0 A2.1 A2.2 A2.3	1 2 5 8 11	1 2 5 8 11	LS 9-10 11-12.6 SLS 11-12.1d WS 11-12.7	

<ul style="list-style-type: none"> f. Understand the public safety agency role in saving lives, protecting lives and property, reducing the vulnerability of critical infrastructure, identifying key resources, and maintaining order. g. Recognize issues related to policing and other public safety occupations, including accountability, transparency, codes of ethical conduct, jurisdiction, procedural justice, and the civil rights of individuals. h. Discuss ethical considerations related to emerging public safety technologies, including artificial intelligence, automated decision-support tools, data privacy, transparency, bias, accountability, and human oversight. 					
12. Field Notes and Documentation	CTE - PS	CRP	CTE - AS	CCSS	ISTE
<ul style="list-style-type: none"> a. Demonstrate understanding of proper field note-taking and describe the relationship between notes, documentation, and report development. b. Discuss the purpose and timeline for field notes and explain how to differentiate between fact, observation, opinion, and conclusion. c. Demonstrate the use of note-taking techniques to gather information. d. Demonstrate proper procedures for organizing, storing, referencing, and protecting field notes and documentation. e. Demonstrate the appropriate use of resource materials, such as dictionaries, procedural manuals, and guides to ensure report accuracy. 	A4.3 A4.6	<u>1</u> <u>2</u> <u>5</u>	<u>1</u> <u>2</u> <u>5</u> <u>11</u>	LS 9-10 11-12.6 WS 11-12.7	
13. Report Writing	CTE - PS	CRP	CTE - AS	CCSS	ISTE
<ul style="list-style-type: none"> a. Demonstrate the ability to organize information, use objective and concrete language, and convey accurate information in a written report. b. Identify the primary questions that must be answered when completing an investigative report. c. Differentiate between structured, category-based, and narrative forms of report writing. d. Demonstrate the ability to utilize concrete language that clearly conveys accurate information to the reader. e. Explain the importance of proofreading, accuracy, objectivity, grammar, and completeness when preparing public safety reports. f. Describe how digital records, photographs, video, body-worn camera information, artificial intelligence-supported tools, or other digital evidence may support public safety reports when applicable, while maintaining accuracy, objectivity, confidentiality, and human review. 	A4.0 A4.7	<u>1</u> <u>2</u> <u>5</u> <u>11</u>	<u>1</u> <u>2</u> <u>5</u> <u>11</u>	LS 9-10 11-12.6 WS 11-12.7	
14. Basic Principles of Search and Seizure	CTE - PS	CRP	CTE - AS	CCSS	ISTE

<ul style="list-style-type: none"> a. Demonstrate understanding of the principles, legal aspects, and key elements as they relate to search and seizure laws. b. Define probable cause and describe its relationship to searches of a person or property. c. Define the plain view doctrine and describe its relationship to searches and seizure of evidence. d. Describe consent searches and the legal considerations related to consent. e. Explain searches incident to arrest. f. Describe pat-down/frisk procedures and the legal standards that apply. g. Describe probation, parole, and supervised-release search conditions. h. Describe circumstances when a warrantless search or seizure may be considered reasonable and lawful. 	A2.2 A5.0 A5.2	<u>1</u> <u>2</u> <u>5</u> <u>11</u>	<u>1</u> <u>2</u> <u>5</u> <u>11</u>	LS 9-10 11-12.6 WS 11-12.7	
15. Victimology	CTE - PS	CRP	CTE - AS	CCSS	ISTE
<ul style="list-style-type: none"> a. Demonstrate an understanding of how changes in the criminal justice system over the centuries have impacted the role of victims in the legal process. b. Compare how law enforcement, courtroom participants, crime victims, and individuals convicted of crimes are involved in the victimization and justice process. c. Discuss how juveniles as victims differ from adult victimization. d. Explain the definition of victimology. e. Define the role of a victimologist. f. Explain the role restorative justice may play within the American criminal justice system. g. Discuss the legal rights of victims. h. Explain the victim-offender connection. i. Recognize the impact the National Crime Victim Survey (NCVS) has in reporting crime measures. j. Identify the risks of victimization. k. Locate victim service programs at the local, county, state, and federal levels, including victim assistance organizations, law enforcement resources, and juvenile justice resources. l. Contrast child maltreatment, school crime victimization, cyberbullying, and online exploitation. m. Compare adult and juvenile victimization (e.g. violent crime, suicide, and sexual assault). n. Explain the purpose of annual public awareness efforts such as National Child Abuse Prevention Month and National Crime Victims’ Rights Week. 	A2.8 A2.9 A5.1	<u>1</u> <u>2</u> <u>5</u> <u>11</u> <u>12</u>	<u>1</u> <u>2</u> <u>5</u> <u>11</u>	LS 9-10 11-12.6 WS 11-12.7	
16. Laws of Arrest	CTE - PS	CRP	CTE - AS	CCSS	ISTE
<ul style="list-style-type: none"> a. Explain an individual’s constitutional rights and protections and the role of a peace officer in making a lawful arrest. b. Demonstrate understanding of law enforcement duties and responsibilities during arrests as guided by criminal procedure, case law, agency policy, and individual rights. 	A5.0 A5.1 A5.2	<u>1</u> <u>2</u> <u>5</u> <u>11</u>	<u>1</u> <u>2</u> <u>5</u> <u>11</u>	LS 9-10 11-12.6	

<ul style="list-style-type: none"> c. Describe the purpose and procedures of the Miranda warning. d. Explain additional legal considerations related to questioning juveniles, including Miranda-related requirements and protections for minors. e. Explain what is meant by ‘due process’ under the law and the constitutional rights of citizens against government actions that threaten the denial of life, liberty, or property. f. Explain the role of peace officers in ensuring those protections. g. Compare and contrast a ‘custodial’ and ‘non-custodial’ interview. h. Describe the elements of a lawful arrest by a peace officer and the legal considerations related to a private person’s arrest. i. Explain Penal Code provisions and legal standards governing selected arrest situations. 				WS 11-12.7	
17. Fingerprinting	CTE - PS	CRP	CTE - AS	CCSS	ISTE
<ul style="list-style-type: none"> a. Demonstrate knowledge of fingerprint technology, biometric identification concepts, techniques, history, and applications within the criminal justice system. b. Describe the proper collection, processing, and testing of fingerprint evidence. c. Classify fingerprints using standard fingerprint pattern and minutiae identification concepts. d. Produce an acceptable set of rolled or digital fingerprints using appropriate procedures. e. Develop a latent print. f. Understand pattern types and classification filing sequences. g. Evaluate fingerprints for minutiae. h. Identify technologies used in fingerprint processing and analysis, including chemical enhancement, digital capture, database preparation, and automated fingerprint identification systems. 	A6.0 A6.1 A6.10	<u>1</u> <u>2</u> <u>5</u> <u>11</u>	<u>1</u> <u>2</u> <u>5</u> <u>11</u>	LS 9-10 11-12.6 WS 11-12.7	
18. Police Officer Standards and Training (POST)	CTE - PS	CRP	CTE - AS	CCSS	ISTE
<ul style="list-style-type: none"> a. Demonstrate familiarity with the resources, publications, training, and examinations located on the POST website. b. Explain qualifications for law enforcement employment, including background information collected, physical ability expectations, medical and psychological screening, reading and writing skills, and basic training requirements. c. Understand the importance of field training to produce a competent peace officer capable of working a solo patrol assignment in a safe, skillful, productive, and professional manner. d. Understand the importance of professionalism, job skills, and ethical standards of the law enforcement community. e. Identify how emerging technologies, including artificial intelligence, data systems, body-worn cameras, and digital evidence tools, may affect public safety training, professionalism, ethics, and career readiness. 	A1.0 A1.3 A1.4 A1.6 A1.10 A3.0	<u>1</u> <u>2</u> <u>4</u> <u>5</u> <u>8</u> <u>11</u>	<u>1</u> <u>2</u> <u>4</u> <u>5</u> <u>8</u> <u>11</u>	LS 9-10 11-12.6 SLS 11-12.1d WS 11-12.6 11-12.7	
19. Traffic Law Enforcement	CTE - PS	CRP	CTE - AS	CCSS	ISTE

<p>a. Demonstrate knowledge of traffic law enforcement and the rules of the road.</p> <p>b. Explain laws and enforcement considerations related to impaired driving, including alcohol, drugs, and legal limits.</p> <p>c. Discuss penalties and public safety impacts related to driving under the influence (DUI).</p> <p>d. Explain parking enforcement laws and regulations, including posted regulations, parking decals, and handicapped monitoring.</p> <p>e. Demonstrate knowledge of traffic stop procedures, officer safety, communication, de-escalation, and public safety considerations through classroom simulation.</p> <p>f. Discuss vehicle pursuit risks, agency policy considerations, public safety concerns, and alternatives to pursuit when applicable.</p> <p>g. Identify general safety, legal, and procedural considerations related to transporting individuals in custody.</p>	<p><u>A2.5</u></p> <p><u>A5.0</u></p> <p><u>A6.1</u></p> <p><u>A6.3</u></p>	<p><u>1</u></p> <p><u>2</u></p> <p><u>5</u></p> <p><u>11</u></p>	<p><u>1</u></p> <p><u>2</u></p> <p><u>5</u></p> <p><u>11</u></p>	<p><u>LS</u></p> <p><u>9-10</u></p> <p><u>11-12.6</u></p> <p><u>WS</u></p> <p><u>11-12.7</u></p>	
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A-G Approved Key Assignments

1.	<p>Courtroom Simulation: Students will engage in a courtroom simulation activity. Each student will be assigned an individual role, such as judge, bailiff, defense attorney, prosecutor, defendant, juror, witness, expert witness, or character witness. This activity will take place twice using two different court scenarios, allowing students to engage in more than one role.</p> <p>Students will be provided with a general synopsis of the court case. Students will analyze and research the details of the case and develop a one- to two-page report on their assigned role as it relates to the case. Students will submit the paper to the instructor for review. Once the papers are reviewed for accuracy and completeness, the courtroom simulation will begin.</p> <p>Students will collaborate with other students as needed. For example, the prosecutor may work with an expert witness, the defense attorney may collaborate with the defendant, and the judge may work with the bailiff and jury. This process reinforces the interconnected roles and responsibilities of participants within a court case. At the conclusion of the simulation, students will evaluate and discuss their questions, concerns, and suggestions related to the case and how it was enacted. Students will gain knowledge of courtroom procedures and the step-by-step process used in a court setting. <i>Unit(s) 8</i></p>
2.	<p>Juvenile Infractions: Students will be assigned to groups of three to five students. Each student within the group will research a specific juvenile infraction using scholarly journals, news articles, academic sources, and nonfiction sources. Each student within the group will be assigned a different infraction.</p> <p>Students will use the information gathered from their research to develop a three- to four-page research paper that informs, explains, and describes the specific juvenile infraction and the consequences of the offense. Once the research has been conducted and the research paper has been completed, each student will present the information to the other students within the group.</p> <p>After each student has presented, the group will develop a short two- to three-minute public advisory video with juveniles as the target audience. The focus of the video will be to bring awareness to the consequences associated with typical juvenile infractions. Through this assignment, students will further develop analytical reading, expository writing, oral communication, collaboration, and technology skills. <i>Unit(s) 9</i></p>
3.	<p>Penal Code Research: Students will identify and research a current Penal Code section. Students will use their research to write a paper with three components: describe the law, its history, and its purpose; explain why the law is or was important; and present proposed modifications to the law while justifying the purpose for the modifications.</p> <p>Students will then use the content of the paper to develop a multimedia presentation addressing all three components and present the information to the class. Students in the class will be required to pose questions and/or present arguments related to the presenting student's position. Through this assignment, students will gain an in-depth understanding of the Penal Code, including how and why laws are written, while engaging in critical thinking and demonstrating how current systems can be analyzed and improved. <i>Unit(s) 10</i></p>
4.	<p>Professionalism and Ethics: Students will research and analyze current events and court cases in which the ethics of professionals in the criminal justice field have been questioned. Students will develop arguments both supporting and refuting the claim that the given professional violated ethical responsibility. These arguments will first be developed in a short essay in which students reference the law to support their claims.</p> <p>After each argument has been developed, students will be placed in small groups where they will present an argument supporting the claim that the criminal justice professional violated a code of ethics. Students will then be reassigned to new groups, where each student will present an argument opposing the claim that the criminal justice professional violated a code of ethics. Through this assignment, students will build analytical and critical thinking skills by comparing and contrasting viewpoints based on real-life situations. Students will first develop their arguments through writing and then articulate them orally. <i>Unit(s) 11, 18</i></p>

5.	<p>Law Enforcement Note-taking and Report Writing: Students will research how to write crime scene reports and apply their knowledge at a mock crime scene. Students will write a report for each crime scene investigation they conduct. The teacher will read a description of a crime scene, show a video, or set up a mock scene on campus. Crime scene scenarios may include robbery, burglary, theft, vehicle theft, battery, or vandalism. Students will ask questions of witnesses, take photographs, record notes, and complete a report detailing the event. After students complete their reports, they will critique one another's reports, paying particular attention to detail, accuracy, objectivity, and evaluation of data. Through this assignment, students will apply what they have learned about note-taking and report writing while evaluating other students' understanding and application of the reporting process. <i>Unit(s) 12, 13</i></p>
6.	<p>Search and Seizure: Students will be assigned mock scenarios in which they will play the role of a law enforcement officer. Students will assess the situation and demonstrate their knowledge of the requirements that must be met before a search can be lawful. Specifically, students will identify whether there is probable cause to search the person or property in question.</p> <p>After each scenario, the class will discuss the situation and determine whether the assigned student's decision was correct or incorrect and why. Students will then be assigned to groups and tasked with developing a one- to three-minute video clip identifying when it is legal and when it is not legal to search a suspect. Through this assignment, students will learn basic principles of search and seizure while further developing analytical thinking, oral communication, collaboration, and technology skills. <i>Unit(s) 14</i></p>

Standards Alignment

The curricula have been aligned with the CTE Model Curriculum Standards released in 2013. Each industry sector was updated to meet the increased rigor and relevancy requirements of the Common Core State Standards. The curriculum also includes the new Standards for Career Ready Practices.

Standards for Career Ready Practice

1. *Apply appropriate technical skills and academic knowledge.*
2. *Communicate clearly, effectively, and with reason.*
3. *Develop an education and career plan aligned with 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 literacy.*
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 and global competence.*
10. *Demonstrate creativity and innovation.*
11. *Employ valid and reliable research strategies.*
12. *Understand the environmental, social, and economic impacts of decisions.*

CTE Anchor Standards—Common Core English Language Arts Alignment

Anchor Standard 1: Academics

Analyze and apply appropriate academic standards required for successful industry sector pathway completion leading to postsecondary education and employment. Refer to the industry sector alignment matrix for identification of standards. Note: alignment listed within each sector.

Anchor Standard 2: Communications

Language Standard: Acquire and accurately use 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. LS 9-10, 11-12.6

Anchor Standard 3: Career Planning and Management

Speaking and Listening Standard: 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 11-12.2

Anchor Standard 4: Technology

Writing Standard: 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.

Anchor Standard 5: Problem Solving and Critical Thinking

Writing Standard: 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, and synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. WS 11-12.7

Anchor Standard 6: Health and Safety

Reading Standards for Science and Technical Subjects: Determine the meaning of symbols, keywords, and other domain-specific words and phrases as they are used in a specific scientific or technical context. RSTS 9-10, 11-12.4

Anchor Standard 7: Responsibility and Flexibility

Speaking and Listening Standard: 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 9-10, 11-12.1

Anchor Standard 8: Ethics and Legal Responsibilities

Speaking and Listening Standard: 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. SLS 11-12.1d

Anchor Standard 9: Leadership and Teamwork

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

Anchor Standard 10: Technical Knowledge and Skills

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

Anchor Standard 11: Demonstration and Application

Demonstrate and apply the knowledge and skills contained in the industry-sector anchor standards, pathway standards, and performance indicators in the classroom, laboratory, and workplace settings, and the career technical student organization. Note: no alignment evident for this standard. WS 11-12.6

CTE Model Curriculum Standards—Industry Sectors and Pathways

Public Services

A. Public Safety Pathway

- A1.0 *Demonstrate an awareness of the personal, physical, and psychological qualities found in successful public safety job candidates, and recall critical types of decisions and outcomes which determine employability in public safety occupations*
- A1.1 *State the major types of occupations found in the Public Safety Pathway and the number of those occupations that require background-investigation security clearance and personal records free of disqualifying information.*
- A1.2 *Identify a range of personal choices and conduct that would disqualify an individual from public safety occupations, and describe ways to avoid such behaviors*
- A1.3 *Recognize the extent and scope of a background investigation, what sorts of information is collected, and how it may impact the evaluation of a candidate for a position in a public safety occupation.*
- A1.4 *Know personal and ethical behaviors that demonstrate commitment to professional ethics and legal responsibilities.*
- A1.5 *Demonstrate strategies and requirements for individuals and organizations to employ to respond to unethical and illegal actions in a variety of workplace situations.*
- A1.6 *Understand the necessity of maintaining strong academic records, high levels of physical fitness, and positive personal history to successfully pursue a career in public safety.*
- A1.10 *Understand how loyalty, duty, honor, integrity, selfless service, and personal courage play an important role in many public safety occupations.*
- A2.0 *Describe the history, shared mission, and roles of public safety agencies and professionals at the national, state, and local government levels*
- A2.1 *Recognize issues particular to policing and other public safety occupations, including accountability, codes of ethical conduct, jurisdiction, and civil rights of individuals.*
- A2.2 *Describe the public safety agency role in saving lives, protecting lives and property, reducing the vulnerability of critical infrastructure, identifying key resources, and maintaining order.*
- A2.3 *Describe public safety agency roles in preventing terrorism, enhancing security, managing border security, securing cyberspace, and preparing for and responding to emergencies and disasters.*
- A2.5 *Analyze information to make prompt, effective, and appropriate decisions.*
- A2.8 *Survey the history of public safety agencies in the United States and their influence on the current systems.*
- A2.9 *Analyze and evaluate ideas, proposals, and solutions to problems*
- A3.0 *Demonstrate an understanding of the appropriate level of nutrition, fitness, and agility required by the public safety career fields.*
- A4.0 *Employ active listening, concise reporting, and familiarity with professional equipment to communicate effectively.*
- A4.3 *Demonstrate the use of clear, concise, and legible entries based on experience and observation to prepare and submit required reports.*
- A4.6 *Narrate a sequence of events consistent with agency reporting formats*
- A4.7 *Convey information and ideas from primary and secondary sources accurately and coherently, consistent with agency report-writing formats.*
- A5.0 *Understand the laws, ordinances, regulations, and organizational policies that guide public safety career fields.*
- A5.1 *Describe how federal, state, and local laws and regulations affect public safety operations.*
- A5.2 *Explain the importance of individual liberties and civil rights provided in the Constitution and how public safety workers should safeguard these rights when interacting with the public.*

- A6.0 *Know the skills and equipment needed to deal with various types of situations found in public safety occupations (e.g., working with special populations, responding to emergencies, and assisting with incidents).*
- A6.1 *Know the principles of emergency communications management and the importance of technological interoperability for information sharing among public safety agencies and for effective public address/warning systems.*
- A6.3 *Become familiar with personal safety procedures to meet prescribed regulations and situations.*
- A6.10 *Apply appropriate problem-solving strategies and critical-thinking skills to work-related issues and tasks.*

ISTE Standards for Students

1. Empowered Learner- *Students leverage technology to take an active role in choosing, achieving, and demonstrating competency in their learning goals, informed by the learning sciences.*

- a) Students articulate and set personal learning goals, develop strategies leveraging technology to achieve them, and reflect on the learning process itself to improve learning outcomes.*
- b) Students build networks and customize their learning environments in ways that support the learning process.*
- c) Students use technology to seek feedback that informs and improves their practice and to demonstrate their learning in a variety of ways*
- d) Students understand the fundamental concepts of technology operations, demonstrate the ability to choose, use and troubleshoot current technologies and are able to transfer their knowledge to explore emerging technologies.*

2. Digital Citizen- *Students recognize the rights, responsibilities, and opportunities of living, learning, and working in an interconnected digital world, and they act and model in ways that are safe, legal, and ethical.*

- a) Students cultivate and manage their digital identity and reputation and are aware of the permanence of their actions in the digital world.*
- b) Students engage in positive, safe, legal, and ethical behavior when using technology, including social interactions online or when using networked devices.*
- c) Students demonstrate an understanding of and respect for the rights and obligations of using and sharing intellectual property.*
- d) Students manage their personal data to maintain digital privacy and security and are aware of data-collection technology used to track their navigation online.*

3. Knowledge Constructor- *Students critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts, and make meaningful learning experiences for themselves and others.*

- a) Students plan and employ effective research strategies to locate information and other resources for their intellectual or creative pursuits.*
- b) Students evaluate the accuracy, perspective, credibility, and relevance of information, media, data, or other resources.*
- c) Students curate information from digital resources using a variety of tools and methods to create collections of artifacts that demonstrate meaningful connections or conclusions.*
- d) Students build knowledge by actively exploring real-world issues and problems, developing ideas and theories, and pursuing answers and solutions.*

4. Innovative Designer- *Students use a variety of technologies within a design process to identify and solve problems creating new, useful, or imaginative solutions.*

- a) Students know and use a deliberate design process for generating ideas, testing theories, creating innovative artifacts, or solving authentic problems.*
- b) Students select and use digital tools to plan and manage a design process that considers design constraints and calculated risks.*
- c) Students develop, test, and refine prototypes as part of a cyclical design process.*
- d) Students exhibit a tolerance for ambiguity, perseverance, and the capacity to work with open-ended problems.*

5. Computational Thinker- *Students develop and employ strategies for understanding and solving problems in ways that leverage the power of technological methods to develop and test solutions.*

- a) Students formulate problem definitions suited for technology-assisted methods such as data analysis, abstract models, and algorithmic thinking in exploring and finding solutions.*
- b) Students collect data or identify relevant data sets, use digital tools to analyze them, and represent data in various ways to facilitate problem-solving and decision-making.*
- c) Students break problems into component parts, extract key information, and develop descriptive models to understand complex systems or facilitate problem-solving.*
- d) Students understand how automation works and use algorithmic thinking to develop a sequence of steps to create and test automated solutions.*

6. Creative Communicator- *Students communicate clearly and express themselves creatively for a variety of purposes using platforms, tools, styles, formats, and digital media appropriate for their goals.*

a) Students choose the appropriate platforms and tools for meeting the desired objectives of their creation or communication.

b) Students create original works or responsibly repurpose or remix digital resources into new creations.

c) Students communicate complex ideas clearly and effectively by creating or using a variety of digital objects such as visualizations, models, or simulations.

d) Students publish or present content that customizes the message and medium for their intended audiences.

7. Global Collaborator- *Students use digital tools to broaden their perspectives and enrich their learning by collaborating with others and working effectively in teams locally and globally.*

a) Students use digital tools to connect with learners from a variety of backgrounds and cultures, engaging with them in ways that broaden mutual understanding and learning.

b) Students use collaborative technologies to work with others, including peers, experts, or community members, to examine issues and problems from multiple viewpoints.

c) Students contribute constructively to project teams, assuming various roles and responsibilities to work effectively toward a common goal.

d) Students explore local and global issues and use collaborative technologies to work with others to investigate solutions.