

Introduction to Criminal Justice

COURSE OUTLINE - UC

DESCRIPTION:

This is a concentrator course in the two-year public safety pathway designed to expose students to the Criminal Justice system and occupations while creating an awareness of criminology and social justice concerns. Students will examine the purpose and structure of the criminal justice system through the study of pertinent laws, courtroom procedures, law enforcement, corrections, the juvenile justice system, and report writing. Many of the performance objectives align with the California Peace Officer Standards and Training (POST) requirements. Students will practice critical thinking, problem-solving, and positive communication skills using a wide array of legal cases, current events, and scenarios. Activities in this course include work-based learning that connects students to industry and the local community.

INFORMATION:

PRE-REQUISITE: None

LENGTH/GRADES: One Year

SECTOR: Public Service

PATHWAY: Public Safety

ARTICULATED: Yes

UC A-G APPROVAL: Yes: College-Preparatory Elective (G) – History / Social Science Requirement

O*NET SOC CODES:

21-1092.00 Probation Officers

33-3021.00 Detectives and Criminal Investigators

33-3051.00 Police and Sheriff's Patrol Officers

33-9032.00 Security Guards

<p>Orientation</p> <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, and any operational guidelines. D. Review instructor/student expectations. E. Explain attendance requirements and procedures. F. Review grading and student evaluation procedures. G. Discuss the work-based learning 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.
<p>1. Communication Skills</p> <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.
<p>2. Interpersonal Skills</p> <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 demonstrate flexibility and adaptability working with diverse individuals. F. Practice business and social etiquette skills appropriate to the occupation. G. Evaluate and discuss the role of business and personal ethics in decision making based on various job-related scenarios. H. Demonstrate the use of time management skills.
<p>3. Employability Skills</p> <ul style="list-style-type: none"> A. Demonstrate appropriate attendance and punctuality practices for the classroom (and worksite, if applicable). B. Prepare a resume, cover letter, and job application.

- C. Demonstrate interviewing techniques in seeking employment, using appropriate tone, body language and professional dress and grooming standards.
- D. Identify strategies for employment retention.
- E. Identify and analyze sources of job information, including electronic sources and the impact of social networking on employability.
- F. Identify the need for continuing education, professional development, and professional growth in chosen field.
- G. Identify appropriate procedures for leaving a job.
- H. 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. 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 case of emergencies.
- B. Describe and discuss the procedure for reporting a work-related hazard or injury (worker's comp), including 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. Recognize the effects of substance abuse in the workplace.
- F. Explain the importance of CAL-OSHA in the industry.

6. Employment Process

- A. Research and report on the specialized occupations, career pathways and wages within the criminal justice system.
- B. List the eligibility requirements including training and education for various criminal justice positions.
- C. Refer to the California Peace Officer Standards and Training (POST)* for employment standards.
- D. Identify the steps in the hiring process from application to employment.
- E. Explain the impact of pre-service activities on employability and/or military eligibility (e.g., financial irresponsibility, criminal/juvenile records, improper social media behavior, etc.).
- F. Describe the physical fitness requirements and the impact of nutrition and a healthy lifestyle on employability/job performance.
- G. Recognize the extent and scope of a background investigation and the type of information that could disqualify an applicant.

* <https://post.ca.gov/peace-officer-basic-training>

7. Foundations of Criminal Justice System

- A. Describe the values and purpose of laws in our society and what problems could occur without laws.
- B. Compare and contrast federal, state, and municipal governments and how they are interrelated to the judicial branch.
- C. Explain the process of appeal from Circuit through Supreme Court.
- D. Explain electoral, appointment, and limit terms of court officials.
- E. Differentiate criminal law from civil law.
- F. Describe the evolution of the criminal justice system in the United States.
- G. Describe the historical background of law enforcement from the early 1900's.
- H. Differentiate between the spirit of the law vs. letter of the law.
- I. Identify and categorize commonly used Codes of Law including California, Penal, Vehicle, Health and Safety, Welfare and Institution, Business and Professional, and Education Codes.

8. Criminal Law and Procedure

- A. Explain courtroom procedures (e.g., arraignment, preliminary hearing, jury trial, and sentencing).
- B. Identify the types and purpose of local courts (Superior, Civil, Traffic, Municipal, and Juvenile).
- C. Identify procedural law for courtroom procedures from arrest through sentencing.
- D. Define "intent" and identify the distinct types of intent.
- E. Describe and identify the parties to a crime, including principals and accessories.
- F. Differentiate between a felony, misdemeanor, and an infraction.
- G. Identify protected 1st Amendment everyday rights and the limitations in certain situations.
- H. Analyze how 1st Amendment right to free speech can be balanced against the interest of schools for a safe and respectful learning environment (free of hate speech, bullying, threats, and harassment both online and in-person).

9. Fourth Amendment

- A. Examine major constitutional rights afforded under the 4th Amendment as they relate to everyday law.
- B. Explain the reasonable expectations of privacy as they apply to the 4th Amendment.
- C. Define consent search, warrantless search, warrant search, cursory search, and search incidental to an arrest.
- D. Differentiate between probable cause and reasonable suspicions.
- E. Explain the difference between detentions and arrests.
- F. Explain the elements of a lawful arrest.
- G. Discuss modern concerns for arrests such as no-knock warrants and use of force.
- H. Describe the elements of a "citizen's arrest" (Penal Code 849).

- I. Evaluate how the 4th Amendment is interpreted by case law.
- J. Explain exceptions to the misdemeanor rule.
- K. Define Ramey Warrant Arrest and identify the exceptions.

10. Fifth and Sixth Amendments

- A. Examine major constitutional rights afforded under the 5th Amendment as they relate to everyday law.
- B. Evaluate how the 5th Amendment is interpreted by case law.
- C. Describe the history and impact of “Miranda vs. Arizona” and similar court decisions on criminal law.
- D. Recite the Miranda rights and warnings and evaluate the custody and interrogation requirements.
- E. Identify the use and consequences of spontaneous statements.
- F. Identify the separate rights/policies that apply to law enforcement officers.
- G. Describe the difference for adults vs. juveniles concerning Miranda Rights.
- H. Define Self-incrimination and how it applies to the 5th Amendment.
- I. Identify the elements of indictment and grand jury processes.
- J. Differentiate between conviction and waiting in custody for criminal proceedings.
- K. Examine the 6th Amendment and how it is used in criminal proceedings.
- L. Explain the significance of Double Jeopardy.
- M. Define eminent domain.

11. Fourteenth Amendment

- 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 or debate how they apply to the 14th Amendment equal protection and due process.

12. Law Enforcement Branch

- A. Compare and contrast county, municipality, state, and federal law enforcement agencies.
- B. Describe the differences between sworn and non-sworn personnel positions and duties.
- C. Explain the importance of following the chain of command.
- D. Identify the difference between proactive and reactive patrol.
- E. Identify and explain Penal Codes 832, 836, and 837.
- F. Describe common crimes against persons and property as it relates to part I and II crimes.
- G. Examine modern challenges in the criminal justice system (e.g., terror threats, cyber and technology crimes).

13. Corrections Branch
<ul style="list-style-type: none"> A. Identify occupations within the corrections system. B. Analyze the role and function of the adult and juvenile correctional systems at the local, state, and federal levels. C. Explain the juvenile court process and its adjudication. D. Discuss laws that pertain to juvenile infractions and violations including drug, alcohol or tobacco possession and traffic violations. E. Identify current issues facing the adult and juvenile justice system. F. Explain the ramifications of rehabilitation, parole and probation. G. Compare and contrast federal, state, and local correctional agencies. H. Describe the effects of the Public Safety Realignment Act (AB109) on the correctional system. I. Examine major constitutional rights afforded under the 8th Amendment as they relate to everyday law. J. Evaluate how the 8th Amendment is interpreted by case law. <p>Students will debate US capital punishment policies in comparison to that of foreign countries. Students will present their findings.</p>
14. Ethics and Professionalism
<ul style="list-style-type: none"> A. Explore the theories of justice and equity (Utilitarianism, Liberalism and Libertarianism). B. Identify ethical standards expected of the criminal justice system. C. Analyze the law enforcement code of ethics and D. Describe the impact of unethical behavior for both on and off duty personnel. E. Evaluate issues that arise when morality conflicts with statutory law. F. Evaluate issues that arise when cultural differences must coexist with statutory law. G. Compare and contrast “police mindset” vs. “service mindset.” H. Recognize the duty to intervene during a serious violation of policy or law. I. Explain how personal financial responsibility relates to ethics and employment potential. J. Explain the purpose of the pre-employment personal background statement.
15. Community Relations
<ul style="list-style-type: none"> A. Evaluate the causes and impact of crime on communities and society as a whole (criminology). B. Discuss theories of social policies, justice, and equity in criminology. C. Explain community-based versus problem-oriented policing. D. Evaluate gender and ethnicity issues within the criminal justice system. E. Describe whether the criminal justice system has evolved to meet the changing needs of society and communities. F. Explain the proper procedures for dealing with special needs population (e.g., mental health or behavior issues) as it relates to 5150s. G. Examine the need for de-escalation in police-citizen encounters in the community. H. Practice effective public safety verbal communication techniques when interacting with difficult individuals.

- I. Explain the FBI Uniform Crime Report (UCR).

16. 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.

17. Portfolio

- A. Create a professional digital portfolio reflecting employability skills in the relevant industry to include an "About Me" page.
- B. Collect original works (in photographs and videos) and documents that demonstrate technical skills and knowledge in the industry.
- C. Demonstrate knowledge of competencies by accompanying each selected document or work with a journal entry or summary.
- D. Write a brief resume and cover letter to be included in portfolio.
- E. Develop interviewing techniques using portfolio materials.
- F. Display portfolio materials for critique by a professional panel (industry partners and classmates).
- G. Gather feedback and update portfolio.

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 17	2 3 10	2 3		LS 11-12.6 SLS 11-12.2
2. <i>Essay</i> : students will identify changes of the criminal justice system during their <i>assigned</i> era and evaluate how that system would be perceived in current time (supporting their point of view with specific examples). Students will create recommendations on how to improve the criminal justice system in their respective. Teams will develop a 10-slide animated PowerPoint, that includes pictures, and a minimum of one short video clip to present their findings. Identifying the changes and supporting their point of view with specific examples.	1B, C 2A, D, I, J 3A, B, C, F 7	1 2 4 5 9 11	2 4 5 7 8 9	A2.0	LS 11-12.6 SLS 11-12.1 SLS 11-12.1d SLS 11-12.2 WS 11-12.6 WS 11-12.7
3. Digital promotional material: Students will create promotional material on how to prepare for a career in public services. Students will select a career path in public services and identify steps to take while in high school, education requirements, and answer the following questions: What is the impact of a juvenile record? What is community service? What are the benefits of community service? What impact can community service have on the student's public service career?	1A, D, E, F 2B, E, G, I 3B, C, F 5G, H 6	1 2 3 4 5 10	2 3 4 5 7 8 9	A1.0 A3.0 B1.0 C1.0	LS 11-12.6 SLS 11-12.2 WS 11-12.6
4. Students will prepare and execute a legal search warrant that complies with the 4th amendment based on a particular scenario.	1B, C 2A, D, I, J 5A 9, 10, 11	1 2 5	5 8 10	C 5.0 C 6.0	LS 11-12.1 LS 11-12.2 WS 11-12.7

Assignment	Competencies	Career Ready Practices	Anchor Standards	Pathway Standards	CCSS
5. 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 9, 10, 11	1 2	4 7 8	C 5.0 C 6.0	SLS 11-12.1d WS 11-12.6
6. 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. Using current events, students will evaluate the effectiveness of having multiple agencies servicing the same jurisdiction.	1B, C 2A, D, I, J 5A 9, 10, 11	1 2 5	5 8 10	C 5.0 C 6.0	LS 11-12.1 LS 11-12.2 WS 11-12.7
7. In groups students will research and gather information on an assigned (or selected) juvenile infraction. Students will list the penal code; describe the infraction, act, and limitations or exceptions; and identify the consequences/punishment of the offense. Students will use information to develop a 3-4 minute advisory video for the middle school students to bring awareness to the juvenile infraction. Students will present their material in class.	1A, B, D-F 2A, D, I, J 13	1 2 5 11	2 11	C 3.0 C 6.0	LS 11-12.6
8. Students will describe the Fourteenth Amendment and how it is associated with due process and equal protection. Students will debate whether all persons on American soil are protected under this amendment.	1A, B, D-F 2A, B, D, E, I, J 11	1 2	2 5 11	C 2.0 C 3.0 C 5.0 C 6.0	LS 11-12.6 WS 11-12.7
9. 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 4B 6C, D, G 7-15	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

Assignment	Competencies	Career Ready Practices	Anchor Standards	Pathway Standards	CCSS
10. 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 4B, E 14	1 2 8	2 5 11	C 2.0 C 3.0	LS 11-12.6 WS 11-12.7
11. <i>Essay: Students will write a 3-5 page paper proposing solutions to a crime or an issue of inequity (e.g. free lunch) in their community.</i> In groups, students will conduct research. Students will find that all policies or solutions will raise issues of social justice, equity and/or theories of crime.	1B, C 2A, D, I, J 3B, C, E, F 5A-D 15	1 2 4 5 9 11 12	2 4 5 7 8 9	A5.0	LS 11-12.6
12. Students will prepare (both handwritten and computer generated) a person's crime report, property crime report, arrest report, and traffic report.	1B, C 2I, J 16	4	2 10	C 5.0 C 6.0	LS 11-12.6 WS 11-12.6

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.