

# CRIMINAL JUSTICE

## INDUSTRY SECTOR | Public Services

### PATHWAY | Legal Practices

#### COURSE ESSENTIAL QUESTION:

Enter Course Essential Question (Single Space, not to exceed xx words.)

#### COURSE OVERVIEW:

This course is designed to provide students with an understanding of institutions and agencies within the administration of justice, criminal traffic, and juvenile proceedings, substance abuse, and emergency preparedness. Emphasized throughout the course is the importance of effective communication and interpersonal skills, personal and professional development, problem solving, safety, and the use of technology. Students may train for a total of one hundred eighty classroom instructions and may also have the opportunity to complete hands-on training in a community setting. Integrated throughout the course are Common Core State Standards and Career Technical Education Standards, which include safety, communication, technology, ethics, career planning and other employability skills.

Have you ever wondered what your rights are when you are stopped by a police officer? This course will explain that along with your 1<sup>st</sup> Amendment rights. You will also explore an inside view of the criminal justice system, explaining how law enforcement, the judicial system, and corrections work together to protect you and society as a whole.

#### INFORMATION:

- A. **Pre-requisite:** 16 years old or a 11<sup>th</sup>/12<sup>th</sup> grader
- B. **Abilities Required:** Ability to follow instructions, read at 9<sup>th</sup> grade level, perform basic math calculations
- C. **Dress Requirement and Grooming:** Must Dress Code / Industry Standard
- D. **Students must master 75% of the certificate competencies to receive a certificate.**
- E. **Fee:** [Click here to enter text.](#)
- F. **Course Length:** 180 hours
- G. **Textbook:** [Click here to enter text.](#)
- H. **UC a-g Approved:** Yes
- I. **Industry Certification:** No
- J. **Sequencing to Include a Capstone:** Not Applicable
- K. **Community College Articulation:** Yes
- L. **Common Core Alignment:** Yes
- M. **Community Classroom:** No
- N. **Career Technical Student Organization:** No
- O. **Work-Based Learning:** No

**THEME: UNIT 1. HOW DID WE GET HERE?**

**ENGAGING TITLE:**

**ESSENTIAL QUESTION: What is Justice?**

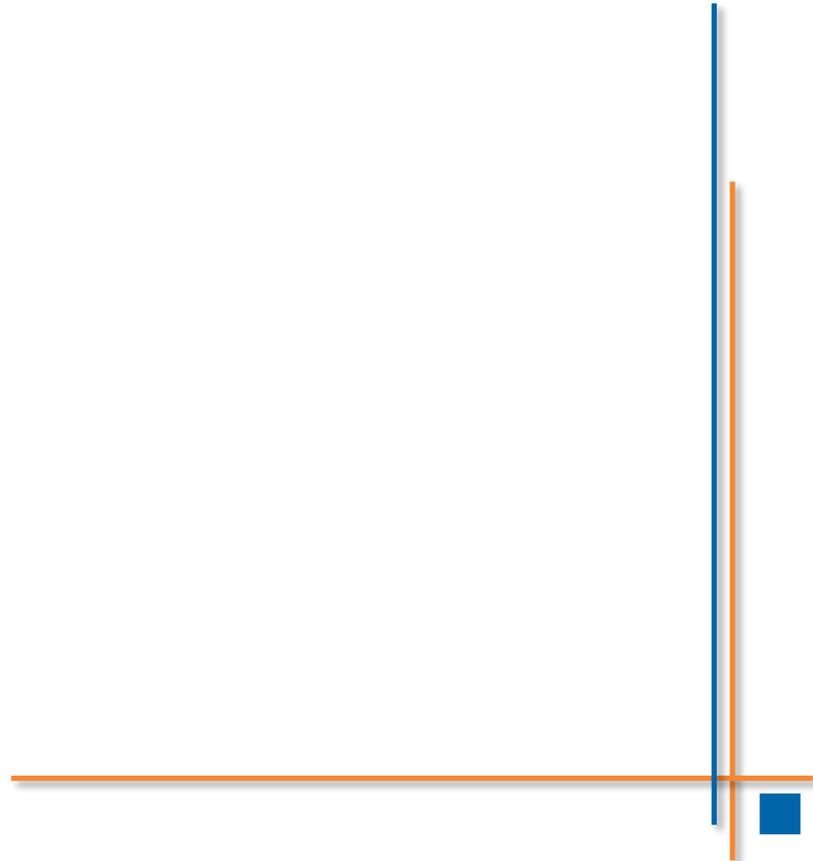
**INSTRUCTIONAL HOURS: 5.00 Hours**

### **Common Core Unit Objective**

Students will understand & explain the major historical eras of law enforcement.

### **Key Assignments**

- Using media format of their choice, students will diagram the California Court System and federal/local aid. And the jurisdictional authority of each system.
- Students will explain the jurisdiction of each court system.
- Provide description of protections granted by the U.S.



### Anchor Standards

- 2.0 **Communications:** Acquire and accurately use Public Services sector terminology and protocols at the career and college readiness level for communicating effectively in oral, written, and multimedia formats.
  - 2.1 Recognize the elements of communication using a sender-receiver model.
  - 2.2 Identify barriers to accurate and appropriate communication.
  - 2.3 Interpret verbal and nonverbal communications and respond appropriately.
  - 2.4 Demonstrate elements of written and electronic communication such as accurate spelling, grammar, and format.
- 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 Public Services sector using critical and creative thinking, logical reasoning, analysis, inquiry, and problem-solving techniques.
  - 5.1 Identify and ask significant questions that clarify various points of view to solve problems.
  - 5.2 Solve predictable and unpredictable work-related problems using various types of reasoning (inductive, deductive) as appropriate.
  - 5.3 Use systems thinking to analyze how various components interact with each other to produce outcomes in a complex work environment.
  - 5.4 Interpret information and draw conclusions, based on the best analysis, to make informed decisions.
- 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.
  - 8.1 Access, analyze, and implement quality assurance standards of practice.
  - 8.2 Identify local, district, state, and federal regulatory agencies, entities, laws, and regulations related to the Public Services industry sector.

### Pathway Standards

- C1.0 Demonstrate an understanding of the state and federal justice system, the Rule of Law, and the environment/practice settings for legal professionals.
  - C1.5 Explain the court system of the State of California, including the different types of state courts and their jurisdictions.
  - C1.6 Become familiar with the concept of equal access to justice.
  - C1.8 Contrast the fundamental features of civil, criminal, and administrative law.

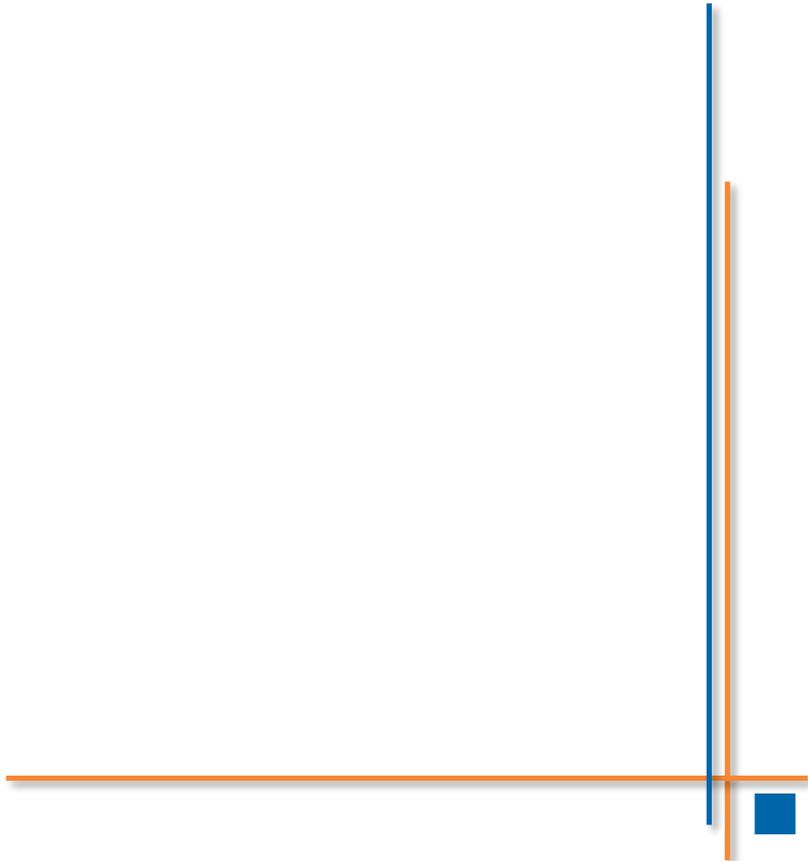
### Common Core Standards

- LS 11-12.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grades 11-12 reading and content*, choosing flexibly from a range of strategies.
- RSL 11-12.4 Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful.

### RESOURCES:

#### Resources

1. Website: [www.judiciallearningcenter.org](http://www.judiciallearningcenter.org)
2. Website: [www.criminaljusticedegree.net](http://www.criminaljusticedegree.net)
3. Website: [www.discoverpolicing.org](http://www.discoverpolicing.org)



**THEME: UNIT 2. WHO'S THE BOSS?**

**ENGAGING TITLE:**

**ESSENTIAL QUESTION: Who's in Charge? Does law enforcement matter?**

**INSTRUCTIONAL HOURS: 5.00 Hours**

### Common Core Unit Objective

Students will distinguish between federal, state & local law enforcement agencies jurisdiction and responsibilities.

### Key Assignments

- Describe the unique roles and responsibilities of the three branches of government as established by the U.S. Constitution.
- Describe the common objectives and mission of the protective services, which are to save lives, and protect property.
- Explain the use of table of organization and other administrative systems to assign tasks and responsibilities for maximum effectiveness.
- Demonstrate organizational knowledge to describe how protective services operations interface with and rely on other components of public services sector and vice versa.
- Students will create a PowerPoint presentation to describe the unique rules and responsibilities of the three branches of government.

### Anchor Standards

- 4.0 **Technology:** Use existing and emerging technology to investigate, research, and produce products and services, including new information, as required in Public Services sector workplace environment.
- 4.3. Use information and communication technologies to synthesize, summarize, compare, and contrast information from multiple sources.
- 4.6. Assess the value of various information and communication technologies to interact with constituent populations as part of a search, etc.

### Pathway Standards

- C1.0 Demonstrate an understanding of the state and federal justice system, the rule of law and the environment/practice settings for legal professionals.
- C1.5 Explain the court system of the State of California.
- C1.6 Become familiar with the concept of equal access to justice.
- C1.8 Contrast the fundamental features of civil and administrative law.

### Common Core Standards

- LS 11-12.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grades 11-12 reading and content*, choosing flexibly from a range of strategies.
- RSL 11-12.4 Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful.

### RESOURCES:

#### Resources

1. Website: [www.discoverpolicing.org](http://www.discoverpolicing.org)
2. Guest Speaker
3. Video – [www.study.com/academy/lesson/local-law-enforcement-types-agencies-roles.html](http://www.study.com/academy/lesson/local-law-enforcement-types-agencies-roles.html) (Local Law Enforcement)
4. Website: [www.usa.gov](http://www.usa.gov)
5. Website: [www.teachertube.com](http://www.teachertube.com) Go to Videos
6. Website: [www.trumanlibrary.org/whistelstop/teacher\\_lessons](http://www.trumanlibrary.org/whistelstop/teacher_lessons)

THEME: UNIT 3. INNOCENT OR GUILTY

ENGAGING TITLE:

ESSENTIAL QUESTION: Why is it this way and why is it needed?

INSTRUCTIONAL HOURS: 5.00 Hours

### Common Core Unit Objective

Students will be able to explain the American criminal justice and differentiate between the law enforcement, courts, and corrections and functions.

### Key Assignments

- Complete 3 Page Research Paper
- Analyze the unique roles and responsibilities of the three branches of government as established by the U.S. Constitution.

### Anchor Standards

- 2.0**    **Communication:** Acquire and accurately use Public Services sector terminology and protocols at the career and college readiness level for communicating effectively in oral, written, and multimedia formats.
- 2.4      Demonstrate elements of written and electronic communication such as accurate spelling, grammar, and format.
- 2.5.     Communicate information and ideas effectively to multiple audiences using a variety of media and formats.
- 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 Public Services sector using critical and creative thinking, logical reasoning, analysis, inquiry and problem-solving techniques.
- 5.3      Use systems thinking to analyze how various components interact with each other to produce outcomes in a complex work environment.
- 5.4.     Interpret information and draw conclusions, based on the best analysis, to make informed decisions.
- 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.
- 8.2.     Identify local, district, state, and federal regulatory agencies, entities, laws, and regulations related to the public industry sector.

### Pathway Standards

- C2.0** Demonstrate an understanding and ability to utilize legal research and writing.
  - C2.5. Demonstrate the ability to use a uniform system of citing cases for updating and cross-referencing cases.
  - C2.9. Discuss the term “authority” as it is used in legal writing, and explain the hierarchy of authority and the difference between mandatory and persuasive authority.
- C5.0** Demonstrate a familiarity with fundamental principles of contract law (including the uniform commercial code) and fundamentals of consumer protection law.
  - C5.1. Recognize the differences between void and voidable contracts.
- C6.0** Demonstrate knowledge of property law and its application to property transactions, estate planning and probate administration, and housing law, including landlord/tenant and fair housing laws.
  - C6.3. Discuss real property concepts, including but not limited to the types of estates that can be conveyed under California law.

### Common Core Standards

*Enter Common Core Standards*

## RESOURCES:

### Resources

1. Textbook: Criminal Justice In Action, Pages 273-274.
2. Textbook: American Corrections. Pages 46-48, The Arrival of the Penitentiary.
3. Textbook: Police, Pages 3-15.
4. Textbook: Intro to Policing, Page 3.
5. Video – Carl Panzram – The Spirit of Hatred and Vengeance.
6. Textbook: Law Enforcement in the 21<sup>st</sup> Century. Pages 7-10, and 12, Page 17, Role of the Court – Pages 18 and 19 Chapter 2, page 25 and 26, pages, 31 - 32, and 37.

THEME: UNIT 4. JUVENILE JUSTICE SYSTEM

ENGAGING TITLE:

ESSENTIAL QUESTION: *Enter Essential Question*

INSTRUCTIONAL HOURS: 5.00 Hours

### Common Core Unit Objective

Students will compare and contrast the juvenile justice and the adult justice system.

### Key Assignments

Look up a local ordinance related to daytime loitering. Check three different cities. Compare and contrast.

### Anchor Standards

- 2.0 **Communication:** Acquire and accurately use Public Services sector terminology and protocols at the career and college readiness level for communicating effectively in oral, written, and multimedia formats.
  - 2.1 Recognize the elements of communication using a sender- receiver model.
  - 2.5 Communicate information and ideas effectively to multiple audiences using a variety of media and format.
- 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 Public Services sector using critical and creative thinking, logical reasoning, analysis, inquiry, and problem-solving techniques.
  - 5.3 Use system thinking to analyze how various components interact with each other to produce outcomes in a complex work environment.

### Pathway Standards

- C1.0 Demonstrate an understanding of the state and federal justice system, the Rule of Law, and the environment/practice settings for legal professionals.
  - C1.4. Become familiar with educational and experiential requirements needed to establish and maintain successful careers in each practice area.
- C2.0 Demonstrate an understanding and ability to utilize legal research and writing.
  - C2.1. List the basic steps in legal research, including the legal publications most commonly used in the practice of law.
  - C2.8. Demonstrate how to “brief” a case.

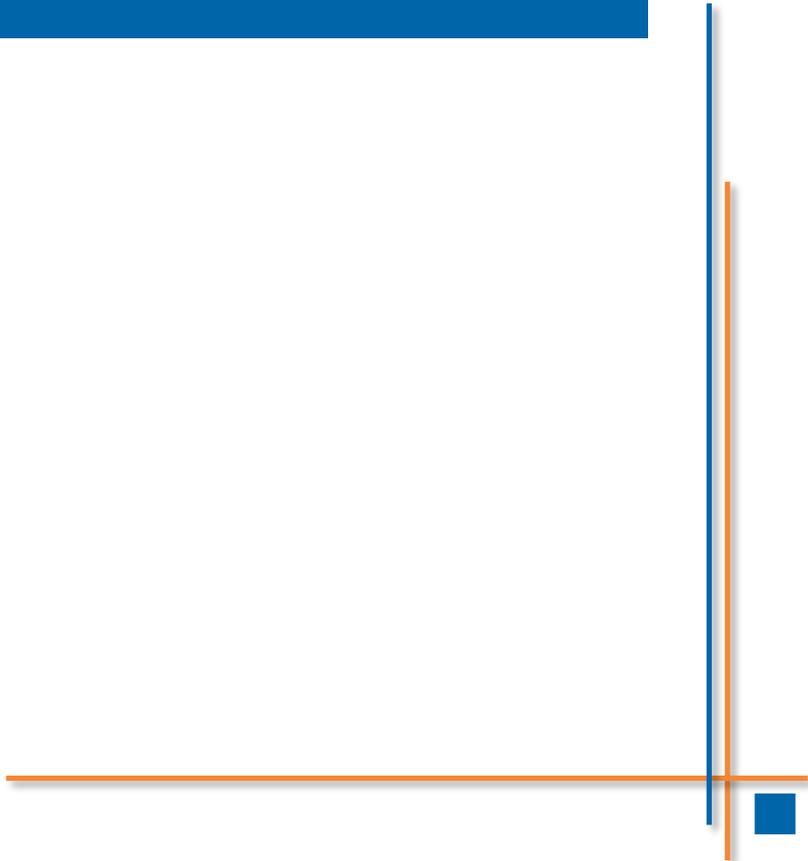
### Common Core Standards

*Enter Common Core Standards*

## RESOURCES:

### Resources

*Resources*



THEME: UNIT 5. CONSTITUTIONAL LAW

ENGAGING TITLE:

ESSENTIAL QUESTION: *Enter Essential Question*

INSTRUCTIONAL HOURS: 5.00 Hours

### Common Core Unit Objective

Students will learn about the Constitution and the Bill of Rights, concepts of due process and reasonable doubt. What is a crime/court structure, State and Federal Courts/probation and parole? Students will also be aware of the differences between statutory law and case law and which branches of government creates them. They will understand the origins and purpose of legal concepts.

### Key Assignments

- Explain the influence of the U.S. Constitution on political systems in the contemporary world.
- Describe the principles of religious liberty found in the establishment and free exercise clauses of the first amendment, including the debate on the issue of separation of church and state.
- Describe the development of federal civil right and voting rights.
- Demonstrate an understanding of the key events, policies, and court cases in the evolution of civil rights, including Dred Scott v. Sandford, Plessy v. Ferguson, Brown v. Board of education, Regents of the University of California v. Bakke, Miranda v. Arizona, and United states v. Virginia (VMI).
- Describe and demonstrate the meaning and importance of each of the rights guaranteed under the Bill of Rights and how each is secured (e.g., freedom of religion, speech, press, assembly, petition, privacy).

### Anchor Standards

- 2.0. **Communications:** Acquire and accurately use Public Services sector terminology and protocols at the career and college readiness level for communicating effectively in Oral, written, and multimedia formats.

### Pathway Standards

- 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.
  - A1.2 Identify a range of personal choices and conduct that would disqualify an individual from safety occupations.
  - A1.7 Understand the selection process for many safety occupations that require certifications, reading and writing assessments.
- A2.0 Describe the history, shared mission, and roles of public safety agencies and professionals at the national, state, and local government levels.
  - A2.5 Analyze information to make prompt, effective and appropriate decisions.
- 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).

### Common Core Standards

*Enter Common Core Standards*

### RESOURCES:

#### Resources

*Resources*

