



## Law Enforcement Course Outline

### Course Description

This 519-hour course is designed to provide students with an overview for entry-level positions in the field of law enforcement. Students will study criminal behavior from pre-arrest through trial, conviction, and incarceration. Course content focuses on the realities of enforcement and apprehension at the federal, state, and local level; prosecution and the court system; and career opportunities in law enforcement. This course will consist of a combination of lectures, hands-on activities, guest speakers, and field trips designed to assist the student in developing the attitudes, skills, and competencies related to the administration of justice.

### Course Details

**Length of Program and Academic Credits Earned:**

Year-long 3-hour course = 519 hours total (~259/semester)

- 30 non-a–g elective credits (15/semester)

**Pre-Requisites:**

- High School Junior or Senior, or 16 years or older
- Student must have a clean record and no disciplinary actions on file

**CTE Classification:**

- **Industry Sector:** Public Services
- **Industry Pathway:** Public Safety
- **CA Basic Education Data System (CBEDS) Code:** 5847

**Worked-Based Learning:**

- Guest speakers from city, county, state and federal agencies
- Annual participation in “Day in the Bay” providing traffic control and assistance to county park staff members
- Toys for Tots program
- Traffic control and citizen assistance at multiple SVCTE sponsored events
- Law Enforcement Explorers Program (PAL)

**Certifications & State Tests:**

- American Heart Association Certification for **CPR, First Aid, AED** and **Bloodborne Pathogens** with successful completion of 12 hour course.
- National Fire Academy **Introduction to First Responders to Terrorism**
- FEMA **Introduction to the Incident Command Systems for Law Enforcement**
- CSTI **First Responder Awareness and Operations-Hazardous Materials Certificate**

<ul style="list-style-type: none"> <li>SVCTE Ambassador Program</li> </ul>	<ul style="list-style-type: none"> <li>SVCTE Certificate of Completion awarded with “C” or better average for both semesters.</li> </ul>
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### Community College Articulations

Students completing the Law Enforcement course with a grade of “B” or better may be granted up to 10.0 college units at De Anza Community College.

More info and application form: [www.deanza.edu/transfer/transfer\\_resources/articulation.html](http://www.deanza.edu/transfer/transfer_resources/articulation.html)

### Possible Education & Career Pathways For more career information: [www.onetonline.org](http://www.onetonline.org)

College & Career Pathways:	Career Opportunities	O*NET Codes
<p><u>Post-Secondary:</u> Students with a high school diploma and having successfully completed this course have a number of entry-level career opportunities, as well as continuing their education.</p>	<ul style="list-style-type: none"> <li>Crossing Guard (18 age minimum)</li> <li>Security Guard (18 age minimum)</li> <li>Park Ranger (21 age minimum)</li> </ul>	<p>33-9091.00 33-9032.00 19-1031.03</p>
<p><u>Continuing Education: Including Community College, Training Programs, Certifications, etc:</u></p> <ul style="list-style-type: none"> <li>Police Academy</li> <li>AA or AS in Administration of Justice, Political Science, Forensics, Urban Studies, Psychology, Sociology</li> </ul>	<ul style="list-style-type: none"> <li>Police Patrol Officer</li> <li>Correctional Officer and Jailer</li> <li>Probation Officer &amp; Correctional Treatment Specialist</li> <li>Bailiff</li> <li>Private Detective and Investigator</li> <li>Sheriff &amp; Deputy Sheriff</li> <li>Fish and Game Warden</li> <li>Immigration and Custom Inspector</li> <li>Transit and Railroad Police</li> <li>Parking Enforcement Worker</li> </ul>	<p>33-3051.01 33-3021.00 21-1092.00 33.3011.00 33-9021.00 33-3051.03 33-3031.00 33-3021.05 33-3052.00 33-3041.00</p>

<u>University Majors &amp; Degrees:</u> <ul style="list-style-type: none"> <li>BA or BS in Administration of Justice, Political Science, Forensics, Urban Studies, Psychology, Sociology</li> </ul>	<ul style="list-style-type: none"> <li>Forensic Science Technician 19-4092.00</li> <li>Police Detective 33-3021.01</li> <li>Criminal Investigator and Special Agent 33-3021.03</li> <li>Protective Service Worker 33-9099.99</li> </ul>
<u>Post-Baccalaureate Degrees:</u> <ul style="list-style-type: none"> <li>Masters or Doctorate in Administration of Justice, Political Science, Forensics, Urban Studies, Psychology, Sociology</li> </ul>	<ul style="list-style-type: none"> <li>Criminal Justice and Law Enforcement Teacher, Postsecondary 25-1111.00</li> <li>Political Science Teachers, Postsecondary 25-1065.00</li> </ul>

<b>Unit 1: Career Readiness &amp; Professionalism</b>	<b>48 hours</b>
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Students will develop personal and professional skills in the classroom that will transfer to the workplace.

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| <ul style="list-style-type: none"> <li>Time management and organization</li> <li>Interpersonal skills</li> <li>Work with a variety of technology</li> </ul> | <ul style="list-style-type: none"> <li>Creative thinking and problem solving</li> <li>Job search skills including: resume, job applications and effective interview skills</li> <li>Physical fitness</li> </ul> |
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**Standards Alignments:**

**CCSS:** LS 11-12.6; SLS 11-12.2; WS 11-12.6, 11-12.7

**NGSS:** CC 1, 2, 3, 4

Key Assignments	CTE Anchor Standards	CTE Pathway Standards
<ul style="list-style-type: none"> <li>✓ <b>Key Assignment:</b> Students will participate in mock interviews with industry professionals, peers and instructors to increase their communication, interpersonal and employability skill-set.</li> </ul> <p><b>Assessment:</b> visual inspection, checklist, team leader feedback</p>	1.0, 2.0, 3.0	A 1.0, A 2.0
<ul style="list-style-type: none"> <li>✓ <b>Key Assignment:</b> Students will prepare a portfolio including a cover letter and resume through workshop, teacher instruction, writing demonstration, as well as self and peer editing</li> </ul> <p><b>Assessment:</b> visual inspection, checklist, team leader feedback</p>	1.0, 2.0, 3.0	A 1.0, A 2.0
<ul style="list-style-type: none"> <li>✓ <b>Key Assignment:</b> Students will create and organize a classroom binder and interactive notebook which includes law enforcement terminology, field specific information and certifications.</li> </ul>	1.0, 2.0, 3.0, 10.0	A 1.0, A 2.0

<b>Assessment:</b> visual inspection, checklist, team leader feedback		
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<b>Unit 2: Career Pathways to Law and Public Safety</b>	<b>15 hours</b>
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Students will explore programs for advanced training including: community college, university, criminal justice academies, and conduct labor market research to determine their career path and seek out job opportunities. Students will simulate police protocol in the classroom including: conduct, hygiene and attire. They will practice safety in classroom and workplace environments effectively demonstrating industry standard skills, knowledge, and abilities.

- Orientation
- Public safety
- Introduction to corrections
- Private protective services
- Fire protection

**Standards Alignments:**  
**CCSS:** LS 11-12.6; SLS 11-12.2; WS 11-12.6, 11-12.7; AD 12.1, 2, 3, 4, 7; WHSST 11-12.1, 11-12.2, 11-12.3, 11-12.4, 11-12.5, 11-12.6, 11-12.7, 11-12.8, 11-12.9  
**NGSS:** CC 1, 2, 3, 4, 5, 6

Key Assignments	CTE Anchor Standards	CTE Pathway Standards
<p>✓ <b>Key Assignment:</b> Students will work in squad teams with a designated (rotational) team leader. Students will dress in one of 2 uniforms (station and formal) including duty belt, polished boots and cover. They will line up in formation displaying all para-military protocols and procedures in preparation for instructor inspection. Students will follow close order commands which will include: <i>Dress, right, DRESS; Ready, FRONT; COVER.</i></p> <p><b>Assessment:</b> visual inspection, checklist, team leader feedback</p>	1.0, 2.0, 3.0, 6.0, 7.0, 8.0, 9.0,	A 1.0, A 2.0
<p>✓ <b>Key Assignment:</b> Students will work in teams to research a variety of public safety careers. They will create a presentation consisting of a tri-fold display, handouts for the audience and a PowerPoint to illustrate their chosen career. Their display must incorporate educational requirements, salary, longevity of career, career facts and information. Students will present to an audience of peers, instructor and industry professionals.</p> <p><b>Assessment:</b> peer and instructor feedback, gallery walk, critique, rubric</p>	1.0, 2.0, 3.0, 6.0, 7.0, 8.0, 9.0,	A 1.0, A 2.0

<p>✓ <b>Key Assignment:</b> Students will work in collaborative teams to investigate the occupational requirements for law enforcement professions within government agencies including: municipal, county, state, federal government. Students will produce a PowerPoint presentation, tri-fold display and present their finding for their peers.</p> <p><b>Assessment:</b> peer and instructor feedback, gallery walk, critique, rubric, evaluation score</p>	<p>1.0, 2.0, 3.0, 6.0, 7.0, 8.0, 9.0,</p>	<p>A 1.0, A 2.0</p>
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<b>Unit 3: American Law Enforcement System of Justice</b>	<b>30 hours</b>
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Students will explore the key points in the development of law enforcement systems in California and the United States. Students will discuss major court decisions, including Miranda and modern criminal justice practices in America, police officer standards and training along with structure and responsibility of different law enforcement agencies (municipal, county, state, and federal, California and Federal Court System as well as the private security agencies).

- Crime and consequences
- Historical development of police
- American law enforcement today
- System of American justice

**Standards Alignments:**  
**CCSS:** LS 11-12.6; SLS 11-12.2; WS 11-12.6, 11-12.7; AD 12.1, 2, 3, 4; WHSST 11-12.1, 11-12.2, 11-12.3, 11-12.4, 11-12.5, 11-12.6, 11-12.7, 11-12.8, 11-12.9  
**NGSS:** CC 1, 2, 3, 4, 5, 6

Key Assignments	CTE Anchor Standards	CTE Pathway Standards
<p>✓ <b>Key Assignment:</b> Student teams will research historical police practices that led to our current system of justice in the United States. Students will choose between producing a tri-fold informational board, creating a video narrative using presentation software (PowerPoint) or produce a movie. Teams will present to peers while they use a rubric to evaluate student demonstrations. This key assignment will also serve as preparation for peer court presentations throughout the course.</p> <p><b>Assessment:</b> galley walk, critique, oral questioning</p>	<p>1.0, 2.0, 3.0, 8.0</p>	<p>A 5.0</p>
<p>✓ <b>Key Assignment:</b> Guest speakers from several outside agencies will speak to the class. Students will be encouraged to engage in discussion with guest speakers and write up a journal entry for each speaker including a summary of what they learned and self reflection based on topic.</p>	<p>8.0</p>	<p>A 5.0</p>

<b>Assessment:</b> interactive notebook, discussion, journaling, quiz, test		
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<b>Unit 4: American Justice</b>	<b>30 hours</b>
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Students will explore the difference between the “letter of the law” and “spirit of the law,” the sources of California and Federal law, the difference between felony, misdemeanor, and infractions and, the concept of “intent” in California law.

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| <ul style="list-style-type: none"> <li>● Juvenile justice process</li> <li>● Constitutional law</li> </ul> | <ul style="list-style-type: none"> <li>● Process of American justice</li> <li>● Courtroom testimony and demeanor</li> </ul> |
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**Standards Alignments:**

**CCSS:** LS 11-12.6; SLS 11-12.2; WS 11-12.6, 11-12.7; AD 12.1, 2, 3, 4, 7; WHSST 11-12.1, 11-12.2, 11-12.3, 11-12.4, 11-12.5, 11-12.6, 11-12.7, 11-12.8, 11-12.9

**NGSS:** CC 1, 2, 3, 4, 5, 6

Key Assignments	CTE Anchor Standards	CTE Pathway Standards
<p>✓ <b>Key Assignment:</b> Students will work in teams to compare and contrast juvenile law vs adult law and will use a cause and effect graphic organizer to evaluate the implications of their actions as it relates to juvenile and adult law. Given a variety of scenarios, students will engage in debate related to the realistic outcome of their actions. Students will self reflect in journal form.</p> <p><b>Assessment:</b> observation, written journal, oral questioning and oral defense</p>	10.0	A 5.0
<p>✓ <b>Key Assignment:</b> Students will be introduced to their constitutional rights as American citizens. Students will engage in a variety of writing assignments which may include journaling, quick-write, paragraph or self reflection to address and assess their role and responsibility as a citizen. Students will write on a variety of the amendments particularly addressing experiences in their life related to a particular amendment.</p> <p><b>Assessment:</b> quiz, test, quick write, self assessment</p>	10.0	A 5.0

<b>Unit 5: Criminal Law</b>	<b>21 hours</b>
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Students will identify and describe types of crimes against persons, property, domestic violence, sex crimes, crimes against children, and characteristics of career criminals. Students will explore alternative theories as to the cause of crime, including psychoanalytic, sociological, and biological theories.

- General aspects of criminal law
- Crimes against the person
- Crimes against property
- Crimes against public order and morality

**Standards Alignments:**

**CCSS:** LS 11-12.6, SLS 11-12.2; WS 11-12.6, 11-12.7; AD 12.1, 2, 3, 4, 7; WHSST 11-12.1, 11-12.2, 11-12.3, 11-12.4, 11-12.5, 11-12.6, 11-12.7, 11-12.8, 11-12.9

**NGSS:** CC 1, 2, 3, 4, 5, 6

Key Assignments	CTE Anchor Standards	CTE Pathway Standards
<p>✓ <b>Key Assignment:</b> Instructor will provide students with a variety of videos related to aspects of criminal law including individuals, property, sex crimes, domestic violence and public opinions of crime and how media portrays crime in America. Students will individually write their thoughts on the topics and the prompt given by instructor, which may include reflection upon media stereotypes and sensationalism within the media. Students will engage in open discussions using a variety of media sources to defend their position.</p> <p><b>Assessment:</b> quick write, observation, oral questioning, oral defense</p>	1.0, 2.0, 5.0, 7.0, 8.0, 9.0, 10.0	A 5.0, A 6.0
<p>✓ <b>Key Assignment:</b> Students will use 3x5 cards to write a crime that they have experienced or know someone who has experienced. The cards will anonymously and randomly be shuffled and distributed to other students in class. In teams, students will discuss the crimes that are listed on the 3x5 cards they received and collectively determine what type of crime it is (crime of person or crime of property). Groups are encouraged to analyze the crime and its impact on the citizen (cause and effect). Fish bowl technique for discussion may be also used.</p> <p><b>Assessment:</b> observations, oral defense, self-assessment, fishbowl, discussion, quiz, test</p>	1.0, 2.0, 5.0, 7.0, 8.0, 9.0, 10.0	A 5.0, A 6.0

<b>Unit 6: Organized Crime</b>	<b>42 hours</b>
<p>Students will research the past, present, and future of organized crime, as well as understand how organized crime affects the operational aspects of law enforcement in white collar crimes, as well as gateway drugs and narcotics related to the civil law and tort liabilities</p>	

- White collar crimes
- Civil law process
- Organized crime
- Tort liability: duties to others
- Gateway drugs and narcotics

**Standards Alignments:**

**CCSS:** LS 11-12.6; SLS 11-12.2; WS 11-12.6, 11-12.7; AD 12.1, 2, 3, 4, 7; WHSST 11-12.1, 11-12.2, 11-12.3, 11-12.4, 11-12.5, 11-12.6, 11-12.7, 11-12.8, 11-12.9

**NGSS:** CC 1, 2, 3, 4, 5, 6

Key Assignments	CTE Anchor Standards	CTE Pathway Standards
<p>✓ <b>Key Assignment:</b> Students will work in teams to research their choice of white collar crimes from a list provided by the instructor. Students will work as a team to produce a visual infographic to share with peers and display their research findings. Students may present to peers or display their work in a gallery walk and defend their product to viewers.</p> <p><b>Assessment:</b> gallery walk, critique, observation, quiz, test</p>	1.0, 2.0, 3.0, 5.0, 10.0	A 5.0, A 6.0
<p>✓ <b>Key Assignment:</b> Given a variety of white collar crime scenarios, students will be asked to determine the appropriate agency or jurisdiction that is responsible for the investigation and prosecution of these crimes. Student teams will produce a large visual aid to classify, identify and categorize the variety of crimes and the agency responsible for prosecution.</p> <p><b>Assessment:</b> gallery walk, critique, observation, quiz, test</p>	1.0, 2.0, 9.0. 10.0	A 5.0, A 6.0

<b>Unit 7: Traffic Basics</b>	<b>21 hours</b>
<p>Students will become familiar with the California Vehicle Code and learn how to use it to locate and identify specific applications and common violations, list vehicle code violations that commonly cause traffic collisions, and identify vehicle code violations involving alcohol and controlled substances. They will also be introduced to the basics in accident investigation.</p>	
<ul style="list-style-type: none"> <li>• Traffic accident investigation basics</li> <li>• Traffic direction and control</li> <li>• Driving under the influence</li> <li>• Traffic laws and defensive driving</li> </ul>	
<p><b>Standards Alignments:</b></p> <p><b>CCSS:</b> LS 11-12.6; SLS 11-12.2; WS 11-12.6, 11-12.7; WHSST 11-12.1, 11-12.2, 11-12.3, 11-12.4, 11-12.5, 11-12.6, 11-12.7, 11-12.8, 11-12.9</p>	



NGSS: CC 1, 2, 3, 4, 5, 6		
Key Assignments	CTE Anchor Standards	CTE Pathway Standards
<p>✓ <b>Key Assignment:</b> Students will direct the flow of traffic in the campus parking lot following all safety procedures of traffic control indicated in the code book and demonstrating proper use of equipment such as fluorescent vest, portable radios, flashlight and whistle. Instructor will set up scenarios in the parking lot to also include proper yield, bus parking and loading, 4- way stop, and power outage. In the event of an emergency on campus, law students will assist with guiding emergency vehicles on campus.</p> <p><b>Assessment:</b> instructor observation, rubric, checklist</p>	1.0, 2.0, 5.0, 8.0, 9.0, 10.0, 11.0	A 6.0
<p>✓ <b>Key Assignment:</b> During all special events on campus, such as the Annual Car Show, Open House, Career Night, etc., students work in pairs to direct the flow of traffic in the campus parking lot following all safety procedures of traffic control indicated in the code book and demonstrating proper use of equipment such as fluorescent vest, flashlight, portable radio and whistle. In preparation, students will meet with campus administration to establish an incident action plan, determine logistical needs for each event and plan staffing for the event. After the event, students will produce an ICS 214 Unit written log of their activity during traffic control.</p> <p><b>Assessment:</b> observation, self-reflection, written documentation, public input</p>	1.0, 2.0, 5.0, 8.0, 9.0, 10.0, 11.0	A 6.0

**Unit 8: Field Operations (Ongoing Throughout the Year) 190 hours**

Students will explore operational procedures in local, county, state, and federal law enforcement agencies, as well as incorporating the first ten Amendments of the Constitution related to law enforcement, and its application to a diverse community, demonstrating professional behavior and ethical standards, and being able to document all interactions with the community in clear and concise report writing exercises.

- Police field operations and patrol
- Community policing
- Cultural diversity
- Tactical communications & defensive tactics training
- Professionalism and ethics
- Report writing
- Powers to arrest
- Search & seizure
- Street gangs

**Standards Alignments:**

<p><b>CCSS:</b> LS 11-12.6; SLS 11-12.2; WS 11-12.6, 11-12.7; AD 1, 2, 3, 4, 7; WHSST 11-12.1, 11-12.2, 11-12.3, 11-12.4, 11-12.5, 11-12.6, 11-12.7, 11-12.8, 11-12.9</p> <p><b>NGSS:</b> CC 1, 2, 3, 4, 5, 6</p>		
Key Assignments	CTE Anchor Standards	CTE Pathway Standards
<p>✓ <b>Key Assignment:</b> In collaborative groups, students will investigate a robbery with the suspect leaving tracks in the scene and leading away to a vehicle that leaves tracks to be identified. Students follow the tracks, find the suspect, analyze and document all of the tire and shoe impression and identify perpetrator using this evidence as well as fingerprint evidence left at the scene. Students will produce an evidence and photographic report to maintain chain of custody. They will create diagrams of the crime scenes, narrative report documenting all work and interviews conducted. Individually and collectively they will present their case in a mock court.</p> <p><b>Assessment:</b> observation, peer feedback and discussion, teacher conference, written and photographic evidence</p>	1.0, 2.0, 4.0, 9.0, 10.0	A 1.0, A 2.0, A 5.0, A 6.0
<p>✓ <b>Key Assignment:</b> A drive by shooting is simulated in the classroom. Students will produce an evidence and photographic report to maintain chain of custody. They will create a diagram of the crime scenes, narrative report documenting all work and interviews conducted. Individually and collectively they will present their case in a mock court.</p> <p><b>Assessment:</b> observation, peer feedback and discussion, teacher conference, written and photographic evidence</p>	1.0, 2.0, 4.0, 9.0, 10.0	A 1.0, A 2.0, A 5.0, A 6.0
<p>✓ <b>Key Assignment:</b> Multiple instructor-created crime scenes are created over a period of days. Students will work in groups to investigate each homicide. They will establish whether the killer is organized or disorganized, has similar modus operandi with calling card, signature and victim profile. The students will create murder boards to aid in their investigation and presentation. They will map the crimes to determine if there is a common hunting ground. Students will use critical thinking and interview skills to narrow their suspect pool and eventually determine the perpetrator. The completed cases will be orally presented and defended in a mock court.</p> <p><b>Assessment:</b> observation, peer feedback and discussion, teacher conference, written and photographic evidence</p>	1.0, 2.0, 4.0, 9.0, 10.0	A 1.0, A 2.0, A 5.0, A 6.0

<b>Unit 9: Emergency Preparedness</b>		<b>18 hours</b>
<p>Students will learn the American Heart Association standards to successfully complete the cognitive and skills evaluations according to the curriculum, as well as demonstrate first aid techniques in the event of a natural disaster.</p> <ul style="list-style-type: none"> <li>• Cardiopulmonary Resuscitation (CPR) and Automatic External Defibrillation (AED)</li> <li>• First aid</li> <li>• Natural disasters</li> </ul> <p><b>Standards Alignments:</b>  <b>CCSS:</b> LS 11-12.6; SLS 11-12.2; WS 11-12.6, 11-12.7  <b>NGSS:</b> CC 1, 2, 3, 4, 5, 6</p>		
<b>Key Assignments</b>	<b>CTE Anchor Standards</b>	<b>CTE Pathway Standards</b>
<p>✓ <b>Key Assignment:</b> Collaborative teams will brainstorm, choose and simulate a mock emergency situation. Each team will write a skit showing the correct procedures to handle their chosen emergency situation. Students will perform their skit for the class and peers will provide feedback on what was done well and offer suggestions to make improvements to their handling of the emergency situation.</p> <p><b>Assessment:</b> peer and instructor feedback, written material, observation, teamwork, self assessment</p>	6.0, 11.0	A 2.0, A 6.0
<p>✓ <b>Key Assignment:</b> Students will identify the characteristics of each type of burn: superficial, partial thickness, and full thickness. They will discuss the characteristics and treatments for first-, second-, and third-degree burns. Each student will draw, color and label the layers and parts of the skin and the different type of burn. Students will compare and contrast the burned and healthy skin and record their findings on a graphic organizer.</p> <p><b>Assessment:</b> visual inspection of drawings, observation, graphic organizer</p>	6.0, 11.0	A 2.0, A 6.0
<p>✓ <b>Key Assignment:</b> Through group collaboration and role playing, students will perform a variety of patient management techniques on each other to include: lifting, lashing, c-spine management and patient assessment. Each student will rotate between caregiver and patient. Students will participate in discussions about each perspective and write a journal entry reflecting on their perspective as a patient and a caregiver.</p>	6.0, 11.0	A 2.0, A 6.0

<b>Assessment:</b> written journal entry, class discussion, observation		
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<b>Unit 10: Forensic Science Methods</b>	<b>46 hours</b>
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Students learn basic forensic techniques through a series of hands-on activities.

- Pathology and toxicology
- DNA, fingerprints
- Analyzing trace evidence methods

**Standards Alignments:**  
**CCSS:** LS 11-12.6; SLS 11-12.2; WS 11-12.6, 11-12.7  
**NGSS:** CC 1, 2, 3, 4, 5, 6

Key Assignments	CTE Anchor Standards	CTE Pathway Standards
<p>✓ <b>Key Assignment:</b> Ongoing throughout the year, students will photograph, collect, compare and identify fingerprints from mock crime scenes to aid in investigation. Students will determine which method is necessary to successfully collect and read the prints. They will document these prints with evidence and photographic reports.</p> <p><b>Assessment:</b> quiz, test, pare share, quick write, visual inspection</p>	4.0, 5.0, 10.0	A 6.0
<p>✓ <b>Key Assignment:</b> Students will work individually and in groups to examine paint chips taken from a vehicle accident and compare and contrast that sample to a cross-cut of a finished paint job to determine if the evidence supports the victim’s claim. Students will analyze the data, present their findings orally to peers and instructor demonstrating their knowledge of the scientific principles of paint analysis as related to law enforcement.</p> <p><b>Assessment:</b> quiz, test, pare share, quick write, visual inspection, written documentation</p>	4.0, 5.0, 10.0	A 6.0
<p>✓ <b>Key Assignment:</b> Using instructor provided munitions, students will identify and categorize a variety of different bullets by caliber and make. Students will examine numerous spent projectiles and determine their caliber and specific firearm identification. Students will record their evidence in a graphic organizer designed to categorize and classify or demonstration using presentation software.</p> <p><b>Assessment:</b> quiz, test, visual inspection, observation</p>	4.0, 5.0, 10.0	A 6.0
<p>✓ <b>Key Assignment:</b> Using a wide variety of hand tools, the instructor will leave tool marks in wood, clay and metal. Students will match the tool marks to the tool used by recreating</p>	4.0, 5.0, 10.0	A 6.0

<p>the marks to conduct the comparisons of the recreated marks to the existing marks. They will log their findings and defend their evidence.  <b>Assessment:</b> quiz, test, visual inspection, observation</p>		
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<b>Unit 11: Crime Scene Investigation</b>	<b>26 hours</b>
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Students investigate fictitious/staged crime scenes within the lab.

- Forensic science
- Collection of evidence
- Photography

**Standards Alignments:**  
**CCSS:** LS 11-12.6; SLS 11-12.2; WS 11-12.1, 2, 6, 7  
**NGSS:** SEP 1, 2, 3, 4, 5, 6, 7, 8; CC 1, 2, 3, 4, 5, 6

Key Assignments	CTE Anchor Standards	CTE Pathway Standards
<p>✓ <b>Key Assignment:</b> In collaborative groups, students will investigate a variety of civil and criminal crime scenes provided by instructor. These crime scenes may include: counterfeiting, drug manufacturing, embezzlement, domestic violence, stalking, cruelty to animals, hit and run or fraud. Students will produce an evidence and photographic report to maintain chain of custody. They will create a diagram of the crime scenes, narrative report documenting all work and interviews conducted. Individually and collectively they will present their case in a mock court.</p> <p><b>Assessment:</b> observation, peer feedback and discussion, teacher conference, written and photographic evidence</p>	4.0, 5.0, 10.0	A 6.0

<b>Unit 12: Terrorism</b>	<b>11 hours</b>
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Students will explore the history of terrorism, the cause and effect from major incidents, and the need to organize a federal agency to coordinate all critical resources from first responders; *i.e.* law enforcement, fire, EMS, (city, county, state, and federal agencies), and organized under a recognized national management system within a unified command structure.

- Cybercrime
- Homeland security

**Standards Alignments:**

<b>CCSS:</b> LS 11-12.6; SLS 11-12.2; WS 11-12.6, 11-12.7; AD 12.1, 2, 3, 4, 7; WHSST 11-12.1, 11-12.2, 11-12.3, 11-12.4, 11-12.5, 11-12.6, 11-12.7, 11-12.8, 11-12.9 <b>NGSS:</b> CC 1, 2, 3, 4, 5, 6		
Key Assignments	CTE Anchor Standards	CTE Pathway Standards
<p>✓ <b>Key Assignment:</b> Students will take the online course - Introduction to Emergency Response to Terrorism. This course is designed to provide the basic awareness training to prepare first responders to respond to incidents of terrorism safely and effectively. At successful completion of this course, student will receive a FEMA certificate.</p> <p><b>Assessment:</b> successful completion of course, test, observation</p>	8.0, 9.0, 10.0	A 5.0, A 6.0, A 7.0, A 8.0

**Unit 13: Bloodborne Pathogens, CPR, AED and Essential First AID 21 hours**

Students will be introduced to medical application of understanding the precautionary measures that needs to be taken by public safety personnel, as well as training with fundamental life saving techniques and with specialized equipment. All students will be training to effectively and efficiently perform the skills to 100% national medical standards.

**Blood Borne Pathogens**

- How to react in an emergency
- Contacting 911
- Legal issues
- What are bloodborne pathogens
- Means of transmission
- Prevention of bloodborne pathogens
- Universal precautions
- Exposure control plan
- The use of biohazard labels and container color coding
- Hepatitis B vaccine
- Engineering Controls
- Post exposure follow-ups

**CPR/AED**

- How to react in an Emergency
- Contacting 911
- Overview of the AED and its use
- The Chain of survival
- Medical and legal issues
- The AED/CPR algorithm
- Preparing and managing the AED event
- AED troubleshooting service, and maintenance
- Signs, symptoms, care of heart attack
- Signs, symptoms, care of stroke
- CPR for people age 8 and older
- CPR for people age 1- 8
- CPR for infants up to 1-year old
- Heimlich maneuver for all ages

**Essential First Aid**

- First aid
- Burn Care (thermal, chemical and electrical)
- Musculoskeletal
- Stroke
- Diabetic emergencies
- Seizures
- Asthma attacks
- Anaphylactic shock
- Heat emergencies

**Standards Alignments:**

CCSS: RSIT 11-12.7; RRSLT 11-12.3 NGSS: LS 2.D		
Key Assignments	Anchor Standards	Pathway Standards
<p>✓ <b>Key Assignment:</b> The students will participate in a Blood Borne Pathogen training. After successful completion of this course, the students will understand what bloodborne pathogens are and how risks of exposure can be reduced for themselves and others and will receive a Certification which adheres to the training requirements of the U.S. Department of Labor, OSHA Bloodborne Pathogens Standard (29 CFR 1910.1030).</p> <p><b>Assessment:</b> successful completion of course, test, observation</p>	1.0, 6.0, 8.0, 10.0	A 6.0
<p>✓ <b>Key Assignment:</b> Students will participate in CPR/AED training that satisfies the requirements of the Occupational Safety &amp; Health Administration (OSHA) and leads to certification upon successful completion. Course covers Infant, Child, and Adult CPR. Students will engage in hands on practice with an AED trainer.</p> <p><b>Assessment:</b> successful completion of course, test, observation</p>	1.0, 6.0, 8.0, 10.0	A 6.0
<p>✓ <b>Key Assignment:</b> Student will participate in First aid Training which covers the recognition and treatment for illness and injuries. This class satisfies the requirements of the Occupational Safety &amp; Health Administration (OSHA). Upon successful completion of the course, students will receive a First Aid Certification card.</p> <p><b>Assessment:</b> successful completion of course, test, observation</p>	1.0, 6.0, 8.0, 10.0	A 6.0

## Instructional Materials

Textbooks:	Electronic Media/Supplemental Print Materials/Online Resources:
<p><b>Administration of Justice DVD Series 1.2</b>            Jim Slayer © 2016            (yearly renewable classroom subscription)</p> <p><b>Criminal Justice Today</b> 5<sup>th</sup> edition            Frank Schmalleger – Prentice Hall © 1999            ISBN: 978-0133008586</p> <p><b>California Criminal Law Concepts</b> 13<sup>th</sup> edition            Hunt and Rutledge – Burgess Publishing © 1999            ISBN: 9781256509318</p>	<ul style="list-style-type: none"> <li>● California Penal Code</li> <li>● California Vehicle Code</li> <li>● Dispatch: Save Corporation E911 Simulator</li> <li>● MILO Range</li> </ul>

## Standards Assessed in this Course

### CTE Anchor Standards:

- 1.0 Academics: Academics standards are aligned to pathways; see below.
- 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.

**Public Services Sector — Public Safety 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.**
  - A.1.1 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.
  - A.1.2 Identify a range of personal choices and conduct that would disqualify an individual from public safety occupations, and describe ways to avoid such behaviors.
  - A.1.3 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.
  - A.1.4 Know personal and ethical behaviors that demonstrate commitment to professional ethics and legal responsibilities.
  - A.1.5 Demonstrate strategies and requirements for individuals and organizations to employ to respond to unethical and illegal actions in a variety of workplace situations.
  - A.1.6 Understand the necessity of maintaining strong academic records, high levels of physical fitness, and positive personal history to successfully pursue a career in a public safety.
  - A.1.7 Understand the selection process for many public safety occupations that require certifications, reading and writing assessments, psychological evaluations, medical evaluations, and probationary periods.
  - A.1.8 Understand the importance of security and background checks, credit checks, and other assessments—including oral interviews and polygraph tests—that are required for some public safety occupations.
  - A.1.9 Understand the characteristics and benefits of teamwork, leadership, and citizenship in the school, community, and workplace settings.
  - A.1.10 Understand how loyalty, duty, honor, integrity, selfless service, and personal courage play an important role in many public safety occupations.
  - A.1.11 Understand how to interact with others in ways that demonstrate respect for persons, property, individual lifestyle choices, and cultural differences.
  - A.1.12 Compile a personal portfolio specific to the expectations for employment in a public safety career.
- 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.
- A2.4 Identify the major public safety agencies at the international, national, state, and local levels, as well as scenarios (including response to catastrophic events with multiple casualties) that call for a referral to a higher-level agency or collaboration with other public safety agencies.
- A2.5 Analyze information to make prompt, effective, and appropriate decisions.
- A2.6 Use conflict-resolution and anger-management skills and procedures to resolve problems.
- A2.7 Apply critical-thinking skills to manage emergency response situations.
- 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.
- A2.10 Create a scenario that includes a potential threat from terrorism, a hostage situation, or danger at a school site, describing who should respond and actions that should be taken.
- A3.0 Demonstrate an understanding of the appropriate level of nutrition, fitness, and agility required by the public safety career fields.**
- A3.1 Understand the need for physical fitness and proper nutrition in the public safety career areas.
- A3.2 Recognize the different physical agility assessments required for entrance into a public safety career and understand the skills and techniques necessary for success in agility testing.
- A3.3 Design and implement a personal plan for achieving and maintaining an acceptable level of agility and a lifetime fitness mindset.
- A4.0 Employ active listening, concise reporting, and familiarity with professional equipment to communicate effectively.**
- A4.1 Know the basic techniques and methods of active listening to obtain and clarify information in oral communications.
- A4.2 Demonstrate effective methods of communicating with the public with a variety of techniques, such as command presence, active listening, and empathy; projecting a professional tone of voice; paraphrasing; and the proper use of nonverbal body language.
- A4.3 Demonstrate the use of clear, concise, and legible entries based on experience and observation to prepare and submit required reports.
- A4.4 Understand the professional use of a variety of communication methods and equipment.
- A4.5 Practice public safety verbal communication techniques that can be used when interacting with difficult individuals.
- 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.
- A5.3 Prepare a chart showing the organizational chain of command and other administrative systems to assign tasks and responsibilities for maximum effectiveness.
- 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.
- A6.2 Identify the skills required to deal effectively with emergency situations.
- A6.3 Become familiar with personal safety procedures to meet prescribed regulations and situations.
- A6.4 List the key elements of an action plan.
- A6.5 Understand the safety and health issues related to serving persons with disabilities.
- A6.6 Demonstrate the techniques for restraining individuals without violating their individual rights or jeopardizing safety.
- A6.7 Practice basic emergency lifesaving techniques in order to apply those skills as needed in emergencies.
- A6.8 Implement procedures for emergency response and know the requirements for handling hazardous materials—in normal and emergency situations—to avoid health and environmental risks (e.g., airborne and blood-borne pathogens, contamination).
- A6.9 Explain the management of crisis negotiations to promote the safety of individuals and the public.
- A6.10 Apply appropriate problem-solving strategies and critical-thinking skills to work-related issues and tasks.
- A7.0 Demonstrate an understanding of the major elements and career opportunities within the United States Department of Defense (DOD), including the Army, Navy, Marine Corps, Air Force, and Coast Guard.**
- A7.1 Describe the mission and role of the DOD and the individual armed services.
- A7.2 Understand the chain of command within organizations of the DOD.
- A7.3 Understand the initial entry assessments of physical, educational, and legal for military recruitment and levels of service.
- A7.4 Describe the structure and composition of the DOD.
- A7.5 Understand and adhere to the following personal attributes within the DOD: leadership, teamwork, fitness, honor, integrity, respect, selfless service, and personal courage.
- A7.6 Describe the need for, and the responsibilities of, the following functions within the DOD: armored security, maritime security and welfare, air superiority, space operations, and cyber security.
- A7.7 Understand the role and structure of federal agencies and national organizations.
- A8.0 Demonstrate an understanding of the functions and career opportunities within the U.S. Department of Homeland Security (DHS).**
- A8.1 Describe the mission, roles, and responsibilities of the U.S. Department of Homeland Security.
- A8.2 Assess the local, state, national, and global perspectives on homeland security and the implications of protecting the public from natural and man-made threats to public safety.

- A8.3 Recognize the impact of the September 11, 2001, terror attacks on the security and intelligence community structure and the resulting emphasis placed on coordination and cooperation between public safety agencies.
- A8.4 Identify the current global and national issues and policies concerning terrorism and homeland security.
- A8.5 List the various techniques and methods of infrastructure and facilities protection.
- A8.6 Understand the role of cyber-security professionals within the homeland defense community and the methods and techniques used to combat public and private cyber attacks.
- A8.7 Survey the roles, functions, and interdependency among local, federal, and international law enforcement, intelligence, and military agencies.
- A8.8 Analyze the various elements of emergency preparedness, including emergency response and recovery, within the context of homeland security.
- A9.0 Demonstrate an understanding of the functions of the U.S. Foreign Service.**
- A9.1 Describe the primary mission of the U.S. Department of State and the role of the Foreign Service within that Department.
- A9.2 Describe the primary mission and role of the Foreign Service.
- A9.3 Describe the roles and responsibilities of different career tracks within the Foreign Service: Consular Officers, Economic Officers, Management Officers, Political Officers, and Public Diplomacy Officers.
- A9.4 Research the history of the Foreign Service and describe how its careers have evolved and how the Foreign Service has impacted the United States and other societies.
- A9.5 Describe the countries and settings in which Foreign Service Officers serve.
- A9.6 Understand the potential impact of assignments to “hardship posts” and dangerous posts on life and family choices.

**Common Core State Standards:**

**Language Standards – LS – (Standard Area, Grade Level, Standard #)**

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

**Writing Standards – WS – (Standard Area, Grade Level, Standard #)**

- WS 11-12.1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
- WS 11-12.2. Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
- 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 or 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.

**Reading Standards for Informational Text – RSIT – (Standard Area, Grade Level, Standard #)**

RSIT 11-12.7. Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.

**Reading Standards for Literacy in Science and Technical Subjects – RRLST – (Standard Area, Grade Level, Standard #)**

RRLST 11-12.3. Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks; analyze the specific results based on explanations in the text.

**Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects – WHSST – (Standard Area, Grade Level, Standard #)**

WHSST 11-12.1. Write arguments focused on discipline-specific content.

WHSST 11-12.2. Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.

WHSST 11-12.3. Incorporate narrative elements effectively into arguments and informative explanatory texts.

WHSST 11-12.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

WHSST 11-12.5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

WHSST 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 or information.

WHSST 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.

WHSST 11-12.8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.

WHSST 11-12.9. Draw evidence from informational texts to support analysis, reflection, and research.

**California History/Social Science Standards:**

**Principles of American Democracy and Economics – AD**

AD 12.1	Students explain the fundamental principles and moral values of American democracy as expressed in the U.S. Constitution and other essential documents of American democracy
AD 12.2	Students evaluate and take and defend positions on the scope and limits of rights and obligations as democratic citizens, the relationships among them, and how they are secured.
AD 12.3	Students evaluate and take and defend positions on what the fundamental values and principles of civil society are (i.e., the autonomous sphere of voluntary personal, social, and economic relations that are not part of government), their interdependence, and the meaning and importance of those values and principles for a free society.
AD 12.4	Students analyze the unique roles and responsibilities of the three branches of government as established by the U.S. Constitution.
AD 12.7	Students analyze and compare the powers and procedures of the national, state, tribal, and local governments.

**Next Generation Science Standards:**

**Scientific and Engineering Practices**

- SEP 1 Asking questions (for science) and defining problems (for engineering)
- SEP 2 Developing and using models
- SEP 3 Planning and carrying out investigations
- SEP 4 Analyzing and interpreting data
- SEP 5 Using mathematics and computational thinking
- SEP 6 Constructing explanations (for science) and designing solutions (for engineering)
- SEP 7 Engaging in argument from evidence
- SEP 8 Obtaining, evaluating, and communicating information

**Disciplinary Core Ideas**

- LS 2.D Social Interactions and Group Behavior

**Crosscutting Concepts**

- CC 1. Patterns
- CC 2. Cause and effect: Mechanism and explanation
- CC 3. Scale, proportion, and quantity
- CC 4. Systems and system models
- CC 5. Energy and matter: Flows, cycles, and conservation. Tracking fluxes of energy and matter into, out of, and within systems helps one understand the systems' possibilities and limitations.
- CC 6. Structure and function. The way in which an object or living thing is shaped and its substructure determine many of its properties and functions.