

INTRODUCTION TO CRIMINAL JUSTICE FOR HIGH SCHOOL STUDENTS: A
CURRICULUM PLAN

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B.S., California State University, Sacramento, 2007

PROJECT

Submitted in partial satisfaction of
the requirements for the degree of

MASTER OF SCIENCE

in

CRIMINAL JUSTICE

at

CALIFORNIA STATE UNIVERSITY, SACRAMENTO

SPRING
2011

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INTRODUCTION TO CRIMINAL JUSTICE FOR HIGH SCHOOL STUDENTS: A
CURRICULUM PLAN

A Project

by

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Division of Criminal Justice

Abstract

of

INTRODUCTION TO CRIMINAL JUSTICE FOR HIGH SCHOOL STUDENTS: A
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The area of criminal justice education is constantly expanding, from the early informal training in American police departments to the passage of the 1968 Law Enforcement Education Program. The next step in criminal justice education is the integration of criminal justice and secondary education to prepare students for future careers in the field. This curriculum focuses on the fundamental concepts of the criminal justice field and the introduction of criminal justice careers to counter media portrayals and further develop career and postsecondary opportunities for secondary students.

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Date

ACKNOWLEDGMENTS

I would like to thank my professors, Dr. Swim and Dr. Farmer, for their advice and guidance on my project. Most of all I would like to thank my family for their support, especially my parents and husband. I would not have been able to complete this project without their encouragement.

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Chapter 1

INTRODUCTION

The criminal justice system in the United States is an extensive structure of federal, state and local agencies that enforce societal standards of law and order. However, due to the media portrayal of the system on television, in video games, and in movies, the public classify the portrayals as real and not as inflated depictions of crime fighting. According to Ray Surrette (2007), the influence of media on public perceptions is called “social construction”. The process of social construction takes actual events that occur in society, but twists them to fulfill media needs sometimes resulting in public policy changes (Surrette, 2007). As a result of these perceptions, the criminal justice system is not accurately being illustrated for high school students who watch the news, popular crime shows on television, and movies. To represent the real criminal justice system for these students, it is important to offer an introduction to criminal justice course curriculum that will describe the basic principles of the system and how it operates. In addition to ensuring accurate depiction of the system, the introduction of careers available in the criminal justice field gives students the opportunity to consider possible career paths for the future.

The advancement of career technical education in high schools has climbed significantly since the introduction of the federally funded Smith-Hughes Act of 1917. The Smith-Hughes Act was the first act that promoted vocational education in public schools. A successor of the Smith-Hughes Act and the current act administered by the federal government, the Carl D. Perkins Career Technical and Education Act of 2006, promotes developing career and technical skills for attaining skilled occupations (Perkins Collaborative Resource Network, 2010). This program emphasizes the importance of integrating

occupational skills as a component of high schools to improve student success and preparedness for the workforce. In addition to this federally funded program, in California, the use of Regional Occupational Centers and Programs (ROCP) passed by the California Legislature in 1967 has shown that high school students enrolled in these career-preparedness programs increased their grade point averages, attended post-secondary at a higher rate than peers, and earned higher wages than peers (Mitchell, 2006).

Besides the advantages of integrating career technical education, knowing the basic principles of the area of study can assist students with further studies in the future, whether that be at the postsecondary or career levels (Reese, 2010). The field of criminal justice, although quite vast, is not a standard elective for secondary schools in California (California Department of Education [CDE], 2010). Nevertheless, the California Department of Education's Assembly Bill (AB) 2648 report to the California Legislature and Governor (2010), *Multiple Pathways to Student Success*, highlights the importance of integrating career technical education in secondary schools in order for students to create a successful "pathway" from education to career. Therefore, it is vital to offer a curriculum that explores the basic tenets of criminal justice and the associated careers of the field so that students interested in the criminal justice field can use the skills they gain from the course for professional development, further exploration in postsecondary education, service learning opportunities, and mentoring (Ballard, Klein, & Dean, 2007).

Purpose

The purpose of this project is to design a modernized introduction to criminal justice curriculum for high school students. The course's main objectives are the following:

1. Students will discover the basic principles of criminal justice and society.
2. Students will learn about careers in the area of criminal justice.

The second chapter of the project will analyze relevant literature involving the history of criminal justice education to evaluate how the instruction of criminal justice education originated, curriculum ideologies, philosophies, taxonomy and pedagogy for high school students, and current career technical educational standards in California for secondary education. The third chapter of the project will describe the development and the objectives of the curriculum plan. The fourth chapter will discuss the project conclusion. The final section, the appendix, will contain the curriculum plan organized by biweekly lessons with associated objectives, activities, instructions and assessments.

Definition of Terms

Career Technical Education (CTE): The use of technical and occupational skills in secondary education to help students succeed in careers or postsecondary education.

Social Construction: The process of media influences on public perceptions.

Secondary Education: Education past elementary school. Normally, this includes grades 9 through 12.

Postsecondary Education: Education after grades 9 through 12. Normally, known as college.

Pedagogy: Strategies in teaching.

Chapter 2

LITERATURE REVIEW

History of Criminal Justice Education

The religious ideals, philosophy, and politics of society influence the criminal justice system. Evidence of these influences are observable in the history of the system and the formalization of criminal justice education. From the originations of early law, Hammurabi's Code, to the Protestant Reformation, and the Enlightenment Period, precedent built into laws and religion shaped how society enforced law and order (Johnson, Jones & Wolfe, 2008). In addition to these changes over time, cultural and social changes shaped the direction of enforcement and implementation of criminal justice services. One example of this type of impact was the adoption of London police strategies in New York (Johnson et al., 2008). New York adopted London-based strategies because of the successfulness overseas. However, due to the cultural differences within New York, the strategies changed to fit the diversity of New York (Johnson et al., 2008). As a result, training for criminal justice professionals was limited to individual departments. These early approaches brought about various forms of "informal training" for individuals in corrections, law enforcement, and the court systems.

The period that brought about higher education for criminal justice practitioners occurred during the time of the Progressive Movement, a time of reform and development, in American history (Morn, 1995; Pearson et al., 1980). Prior to the Progressive Movement, other professions, such as military and medicine, were forming specialized schools to educate specialists in a particular field (Morn, 1995). These various schools enhanced the disciplines and assisted practitioners in developing their skills (Morn, 1995). In 1917, around the same time of the introduction of the Smith-Hughes Act, August Vollmer from Berkeley, California,

a leading proponent of a professional school for policing, proposed the idea of a school for law enforcement officers along with an associate, Albert Schneider (Johnson et al., 2008; Morn, 1995; Walker, 1998). Vollmer wanted to improve police interactions with the community and enhance performance (Finckenauer, 2005). However, due to the academic and political nature of the times, it was not until around the 1920s that the implementation of the police school occurred in Berkeley (Johnson et al., 2008; Morn, 1995). Vollmer along with other proponents of professional police schools in the United States created professional schools within their institutions. Nevertheless, the formalization of education in the criminal justice system did not occur until the introduction of the 1968 Law Enforcement Education Program (LEEP).

The 1968 Law Enforcement Education Program (LEEP) was a result of the findings on the President's Commission on Law Enforcement and the Administration of Justice under President Lyndon Johnson (Carter, Jamieson & Sapp, 1978; Morn 1995). The findings indicated that the criminal justice system needed more formalized education to provide improved services to the community (Carter et al., 1978). As a result, the 1968 Omnibus Crime Control and Safe Streets Act passed resulting in the creation of the Law Enforcement Education Program (LEEP). Because of this legislation, Morn (1995, p.88) stated, "between 1969 and 1975, LEEP grants grew from \$6.5 million for 485 funded institutions to \$40 million for 1,065 colleges". The increase in funds augmented the publicity of the program and the number of individuals trained in professional programs across the United States.

As criminal justice evolved as a growing academic field, professionals in the field questioned the purpose and direction of the programs (Morn, 1995; Southerland, Merlo, Robinson, Benekos & Albanese, 2007). The early beginnings of the programs based on police academy training shifted or started to encompass in-depth academia. According to Hale (1998), experts in the field commonly refer to criminal justice programs by different

categories: vocational, social, or academic. The early purpose of the programs was vocational, due to the professionalization of criminal justice specialists. Vollmer and other proponents of higher education wanted to professionalize the practitioners in the system. However, as time progress, experts in the field proposed the idea of going beyond simply educating professionals about criminal justice to promoting understanding of the inner-workings of the system and crime (Morn, 1995; Owen, Fradella, Burke & Joplin, 2006; Southerland et al., 2007).

An example of a proposal that argues for a deeper understanding of the system of criminal justice in the introductory course is in Owen et al. (2006) article. They claim that other academic fields regard criminal justice as not academic because the introductory courses are commonly a “system overview” for students from the beginning (Owen et al., 2006). They emphasize that it is important to establish theory for incoming criminal justice students in higher education so that they can view criminal justice through a critical thinking lens (Owen et al., 2006). The areas emphasized to enhance the introductory course for criminal justice include focusing on why individuals commit crime, criminal justice control over crime and punishment, the implementation of justice, and the limits of the system (Owen et al., 2006). Even so, this suggestion is for introductory courses in higher education. If the basics of the criminal justice system were introduced at the secondary level, then it would be fitting to infuse theory as a part of the system for those pursuing postsecondary education. Students would already know the system overview from their experiences in high school and be able to pursue more in-depth understanding in higher education.

The “identity issues” of the criminal justice system by practitioners in the field and by other areas of study may be self-induced (Hale, 1998). Due to the constant disagreement over labeling the criminal justice educational system, professionals in the academic and social fields do not know how to “brand” the system. In Hale’s (1998) address, she advises a solution to

this “identity crisis”. She states, “I believe it is time to accept that the study of crime and justice is an eclectic field, and that its diversity makes it vital to both higher education and society” (Hale, 1998, p. 5). This recommendation suggests that criminal justice will always be a different academic discipline due to the public nature of the profession, the diversity of the system and the people it serves. There will be programs vocationally focused for those practitioners that want to be in the criminal justice field for career purposes, programs that academically focused for those that want to pursue in-depth understandings of the system, and a combination of both concentrations. After selecting the type of emphasis for the course, it is important to analyze the direction of the curriculum.

Educational Taxonomy

In 1948, educational specialists attended a conference in Boston called the American Psychological Association Convention (Bloom, 1956). At this convention, the idea for a taxonomy, or classifying system, for educational goals was developed (Bloom, 1956). The purpose of this taxonomy was to create a way for teachers to develop a more complete curriculum for students by using a “template” for developing and tying educational objectives into instruction. The specialists wanted to ensure that not only was knowledge being communicated to students, but also that students could understand and apply the concepts.

As a result of this convention, three domains were created within the taxonomy: cognitive, affective, and psychomotor (Bloom, 1956). The first domain, cognitive, is the foundation for curriculum development due to the main idea of transferring information or knowledge to students (Bloom, 1956). Under the domain cognitive, there are six classes: knowledge, comprehension, application, analysis, synthesis, and evaluation (Bloom et al., 1956). Each of these classes is a continuum of understanding (Anderson & Krathwohl, 2001; March & Peters, 2008). The purpose of creating educational objectives in a curriculum plan is

to strive for students to reach a level of understanding. By applying the taxonomy classes, students should be able to reach these levels, the course and lesson objectives.

The first class, knowledge, is the information that is conveyed to the students (Bloom, 1956). This information is the objectives of the course and the instructional material that the teacher provides to the students. The second class, comprehension, is the level of understanding a student experiences after instruction (Bloom, 1956). This occurs when the students are able to process the instructional material by asking the instructor questions and participating in classroom activities. The third class, application, is the opportunity for students to apply the instructional material to projects or practice within the classroom (Bloom, 1956). The fourth class, analysis, is discussion around the application of material (Bloom, 1956). This includes analyzing relationships between instructional materials. The fifth class, synthesis, is putting the all the pieces of instruction together (Bloom, 1956). This helps students develop the “big picture”. The sixth class, evaluation, is the assessment of instructional material (Bloom, 1956). This is assessment of the students understanding of the material as well as the course objectives. The taxonomy of educational objectives was applied to the curriculum through the lesson plan format development and can be found in the project plan.

Educational Ideologies and Philosophies

In order to develop and implement curriculum for a criminal justice course, it is important to decide the ideology and philosophy of the curriculum. The basis for each ideology is imbedded in the moral and political bases of philosophy (O’Neil, 1981). There are six educational ideologies: Educational Fundamentalism, Educational Intellectualism, Educational Conservatism, Educational Liberalism, Educational Liberationism, and Educational Anarchism (O’Neil, 1981).

The first, Educational Fundamentalism, is based on the moral and political practices of totalitarianism and nationalism (O'Neill, 1981). This ideology adheres to strict social and religious standards and what is traditional. The second, Educational Intellectualism, focuses on how spirituality and divine law guides the individual (O'Neil, 1981). This ideology is driven by rationality and meaning. The third, Educational Conservatism, focuses on behavior and social control (O'Neil, 1981). This ideology stresses adherence to social norms and traditions. The fourth, Educational Liberalism, is driven by problem solving and experience (O'Neil, 1981). The emphasis in this ideology encourages positive behavior. The fifth, Educational Liberationism, is based on social reform (O'Neil, 1981). This ideology promotes personal application and social rationality. The sixth, Educational Anarchism, is based on the idea of societal reform (O'Neil, 1981). This ideology seeks to change formality in the educational system (O'Neil, 1981).

Ideology and philosophy are vital in creating curriculum because they form the foundation and purposes of the course (Ornstein, 2007). Individuals naturally develop their own philosophies based on life experiences; resulting in a curriculum that is based on those philosophies (Ornstein, 2007). Consequently, curriculum developers can establish goals and objectives in curriculum mapping. In addition, by knowing someone else's philosophy it assists the curriculum developer to see other perspectives in creating curriculum.

There are four educational philosophies that affect curriculum (Ornstein, 2007). They are perennialism, essentialism, progressivism, and reconstructionism (Ornstein, 2007). The educational philosophies, based on ideological groundwork, elaborate educational practices. Most educational theories and strategies rise from the foundations and purposes of the philosophies. Teachers evaluate their own philosophy and create curricula that assist their role in educating students and implementing curriculum objectives.

The first two philosophies, perennialism and essentialism, are based on the idea that individuals should know the basic principles of a course and the teacher is the conduit of that knowledge (Ornstein, 2007). The base ideologies of these philosophies are Educational Fundamentalism, Educational Intellectualism, and Educational Conservatism at variable levels. These philosophies focus on established subjects; English, math, science, and history (Ornstein, 2007). The purpose of these philosophies is to pass the essential knowledge that an individual will need in order to succeed in life. The curriculum specialist creates curriculum to transmit information to students in order for students to gain the knowledge necessary to conform to society.

The second two philosophies, progressivism and reconstructionism, are based on the idea of expansion. The base ideologies of these philosophies are Educational Liberalism, Educational Liberationism, and Educational Anarchism at varying degrees. These philosophies emphasize that it is important to learn the essential subjects, however, it is just as important to experience other subjects outside of the traditional curriculum (Ornstein, 2007). The purpose of these philosophies is to pass the information that is essential for personal development and traditionalism, yet promote growth and critical thinking for advancement. These last two philosophies are important for the introduction of criminal justice as part of secondary curriculum due to the inclusion of vocational studies. These modern philosophies look at trends in society and encourage development for educational and vocational fields. The ideology of Educational Liberalism along with the philosophy of progressivism, are based on the ideas of John Dewey. Dewey proposed that students learn through experience and interaction (Dewey, 1916). This is evident on his position involving experience, "it is that reconstruction or reorganization of experience which adds to the meaning of experience, and

which increases ability to direct the course of subsequent experience” (Dewey, 1916, pp. 89-90).

Dewey stressed that education drives experience and prepares students for the real world. Students are able to advance using the progressivism philosophy. In addition, this philosophy of experience and growth shapes strategies within the classrooms in order to incorporate development in thinking. One of these methods includes active learning strategies.

Active Learning Pedagogy

According to Robinson (2000), the more established technique of teaching in the classroom is the lecture. Teachers use lecturing because it is useful for introductory courses by conveying all the information and keeps the course on task (Robinson, 2000). In introduction courses, the teacher builds the groundwork on the topic for the first time (Robinson, 2000). However, to construct interest, the integration of active methods enhances the experience of a course. Teachers use a number of learning pedagogies to keep students interested in the material presented in the classroom. One of those strategies includes the concept of active learning. The California Department of Education has highlighted active learning as one of the teaching strategies that can be successful in Career Technical Education (CTE) classrooms to lead successful pathways to postsecondary education and careers (CDE, 2010). According to Sims (2006), active learning utilizes a variety of approaches that teachers can incorporate in everyday lecture or combine with other methods to involve students in the learning process. These strategies include collaborative learning, problem-based learning, experiential (service) learning, role playing, and engaging students in research (Harmin, 1994; Robinson, 2000; Sims, 2006). The process of collaborative learning involves mutual learning by using group exercises. These exercises can consist of role-playing and debates (Rockwell, 2009). This not only creates quality work products, but it assists in building working relationships in the

classroom (Sims, 2006). The downfall in this method, according to Sims (2006) is the logistical part of combining groups and group dynamics. For example, one group may be stronger than another group, and sometimes members do not follow group norms.

In problem-based learning, the instructor presents a real-world issue to the students and lets the students brainstorm solutions and ideas. Then the students present the proposals and the instructor assesses the work. An additional step in problem-based learning could use the technique of debate. Using debates helps students listen to other students (Rockwell, 2009). Additionally, this problem-based learning approach assists students in developing critical thinking skills (Sims, 2006). The weakness of using this approach is with larger classrooms (Sims, 2006). It may be more difficult to brainstorm with a larger group than a smaller group.

In the experiential or service learning approach, students integrate classroom knowledge with service outside of the classroom. Normally, this entails some type of community service with local organizations (Hartmus, Cauthen & Levine, 2006; Penn, 2003; Sims, 2006). In Penn's (2003) article, the author required ten hours of community service at local organizations that students had to complete by the end of the semester. The students had to keep a log of the hours worked and experiences they had while performing the hours. As a result, those that completed the hours performed well in the course, over 90%, and enhanced their knowledge of the material presented in class (Penn, 2003). The benefits of service-learning reach beyond the advantages to the organization itself, but also affects student's perceptions of the real world (Penn, 2003; Sims, 2006). It is easy to read about a topic in a textbook, but experiencing the topic first-hand provides students the ability to gain knowledge from their own observations and reflections. The limitation to this approach is the logistical arrangements for setting up the community partnerships, arranging time for the students to

complete hours during instructional hours, and possible legal issues during the service (Penn, 2003; Sims, 2006).

Another approach to active learning is involving students in the research process. Students work closely with faculty in undertaking research projects and studies beyond classroom instruction. This approach prepares students for higher education and pursuing professional degrees in fields of interest. The drawback to this approach is the commitment to setting aside working time for both the student and faculty (Sims, 2006).

An additional method to active learning is the incorporation of media based learning. By utilizing media into curriculum such as movies or television shows, it assists the students in understanding concepts through visual learning. It is well known that media is highly influential for the public (McCabe & Martin, 2005; Nickoli, Hendricks, Hendricks & Osgood, 2003; Rockwell, 2009; Surette, 2007). In Rockwell's (2009) article, the author states that criminal justice students tend to bring incorrect information to class due to media influences. The author's proposal is to incorporate active learning techniques and media into curriculum in order to analyze the accurate and incorrect depictions of the system (Rockwell, 2009). In addition, Rockwell (2009) suggests the exercise of a variety of guest speakers in order to accurately depict the system and careers.

These various approaches, based on the contemporary philosophies of progressivism and reconstructionism, follow the avenue of utilizing student involvement in the learning process. These strategies are used to create curriculum that fits the philosophies of instructors looking to expand the field of criminal justice and to go beyond the typical lecture format for instruction. The benefits of using active learning in criminal justice are not only for students to experience working with others, with organizations, or research, but also the interpersonal skills they obtain in doing these activities (Robinson, 2000). Even though there are strategies

beyond the typical lecture format, there are still guidelines that career technical electives must follow in the implementation and development of courses.

California Career Technical Education Standards

According to the California Department of Education (CDE), the purpose of Career Technical Educational (CTE) standards of curriculum is to assist teachers in developing a curriculum for high school students in California pursuing career-technical education as part of their academic career (CDE, 2007). The standards are considered “guidelines” for CTE curriculum development due to the varying nature of objectives of the course, the area of focus in the curriculum, and commerce of the region (CDE, 2007). There are varieties of high school programs in California that offer CTE based courses. These programs include high schools that offer CTE courses as electives, Regional occupational centers and programs (ROCPs) that consist of CTE programs in conjunction with outside partnerships, alternative high schools (e.g. charters or magnets) that incorporate CTE as part of the traditional curriculum, and adult education that comprise CTE as vocational skill-building (CDE, 2007). Many of these high schools have programs that students must take consecutively. This consists of an introduction course and subsequent courses that build onto the initial course (CDE, 2007).

The CDE uses “pathways” to direct curriculum developers toward the guidelines for developing CTE courses focused on particular specialties (CDE, 2005). There are currently fifteen areas identified as pathways for CTE, ranging from the “Agriculture Sector” to “Public Services Sector” (CDE, 2005). Each of these pathways contain various sub-pathways tied to an assortment of related careers. In addition, there are “foundational” standards tied to each sector that contain guidelines for building curriculum (CDE, 2005): Academics, Communication, Career Planning and Management, Technology, Problem Solving and Critical Thinking, Health and Safety, Responsibility and Flexibility, Ethics and Legal Responsibilities,

Leadership and Teamwork, Technical Knowledge and Skills, and Demonstration and Application.

The eleven foundations are the same for each sector; however, the items under each sector vary according to the specialty of the course. The first step in identifying the “foundation” and “pathway” standards for a particular area of study is evaluating the type of material introduced in the course (CDE, 2007). After reviewing the publications on Career Technical Framework and Model Curriculum for California Public Schools by the California Department of Education, the “Public Services Industry Sector” best suits the area of criminal justice. The Public Services Industry Sector includes career channels for human services, legal and government services, and protective services (CDE, 2005). The career pathways under this sector consist of law enforcement, legal services, and community services.

The eleven foundational standards are specific to the curriculum development for careers that provide service to the public:

Academics: The first foundation consists of the traditional subjects: math, science, and history (CDE, 2005). The items below each of these traditional subjects highlight people, places, and events that are vital to those areas.

Communication: The second foundation includes the transmission of information through reading, writing, and oral skills (CDE, 2005). The items underneath this foundation consist of exercises in mastering communication.

Career Planning and Management: The third foundation promotes vocational skills for possible careers and techniques for obtaining employment (CDE, 2005). In addition, this foundation incorporates the purpose of the professional systems.

Technology: The fourth foundation expresses the importance of understanding and using the most current technology as an aid for education (CDE, 2005).

Problem Solving and Critical Thinking: The fifth foundation consists of utilizing more in-depth thinking and application to schoolwork (CDE, 2005).

Health and Safety: The sixth foundation incorporates standards for maintaining health and safety principles in the school environment. This information includes general health and safety procedures that students must follow (CDE, 2005).

Responsibility and Flexibility: The seventh foundation describes the appropriate behaviors student must have in the classroom and the assumption of adaptability (CDE, 2005).

Ethics and Legal Responsibilities: The eighth foundation emphasizes the use of ethical responsibility and honesty for following all laws: federal, state, and local. Additionally, these responsibilities apply in the classroom and for career prospects (CDE, 2005).

Leadership and Teamwork: The ninth foundation explains the expectations of working in teams and career diversity. The items below this foundation express the importance of maintaining group goals and working effectively with others (CDE, 2005).

Technical Knowledge and Skills: The tenth foundation focuses on the skills necessary to build vocational expertise in the area of career interest. Additionally, the items below the foundation consist of general areas that will assist individuals in developing skills useful to any career (CDE, 2005).

Demonstration and Application: The eleventh foundation is the implementation of all foundational standards in the sector (CDE, 2005).

The eleven foundations set the framework for development of public services curriculum by providing general guidelines; however, CDE has also establish standards for the sub-pathways for the public services sector under each foundation. The pertinent standards have been identified in the project plan.

Importance of the Project

There are two benefits in developing a criminal justice curriculum plan for high school students. The first is revealing genuine careers in the criminal justice system, not the careers portrayed by the media. The second are the benefits and need for career technical education in secondary school.

According to the Kaiser Family Foundation (1999), children ages 8 and older use media on average 6 hours and 43 minutes a day. From this total, the most used media is television (Kaiser Family Foundation, 1999). The influence of media and the development of children go hand in hand according to Kundanis (2003). The relationship between children and media is the following, “children use their experiences to develop their own judgments about reality and even incorporate media depictions into their worldviews” (Kundanis, 2003, p. 23). For secondary students, ages 15-18, students are making their own judgments on culture (Kundanis, 2003). These judgments can affect decisions later in life, such as career options.

According to Valverde (2006), the influence of media on the public creates a false sense of facts. This is due to not only the material presented by the media but also the format in which it is presented. Valverde (2006) uses the example of the television show, *Law and Order*. The music and sequence of the show create a sense of authenticity in which the viewers

feel that the detectives and prosecutors display the true criminal justice system (Valverde, 2006). In addition, the roles of “crime-fighters” are sensationalized in media to make shows more exciting (Perlmutter, 2000; Surette, 2007; Valverde, 2006). Most shows do not show police officers performing actual duties, such as writing up paperwork (Perlmutter, 2000; Surette, 2007). The media influences adolescents perspectives by making them believe something exciting is going to happen; however, this falsely portrays the system by making students believe something will always happen (Perlmutter, 2000; Surette, 2007). To display the true criminal justice system and maintain student interest, Rockwell (2009) suggests utilizing true depictions in media as an active learning technique to counter pop culture portrayals.

The benefits of incorporating career technical education in secondary curriculum include reduction in dropouts, attending postsecondary school, and employment (Plank, 2001). Career technical education reinforces relationships between students and the community by creating career paths and boosting local economies (CDE & CCCCCO, 2008). The California Community College Chancellor’s Office and California Department of Education state in the *2008-2012 California State Plan for Career Technical Education* that using career technical education in schools benefits future generations of workers due to the mass retirement of “baby boomers” and increased immigration (CDE & CCCCCO, 2008). In addition, students are prepared with the skills necessary to obtain sophisticated careers or further postsecondary education (CDE & CCCCCO, 2008).

This curriculum plan designed as an elective course for 11th and 12th grade high school students utilizes the benefits of career technical education and fulfills the need of educating beyond academic instruction.

Chapter 3

PROJECT PROCESS

The intent of the project was to develop a modern introductory to criminal justice course for high school students emphasizing career opportunities in the field and basic elements of the criminal justice system. The importance in creating this project was to clarify influential media perceptions of the criminal justice system and high school students, and to introduce career prospects in the criminal justice field. To help shape the direction of the curriculum, the steps in the project process consisted of identifying the course-learning outcome, educational philosophy, outlining the course, and identifying the applicable CDE CTE foundation and pathway standards for human services.

Course-Learning Objective

The course-learning objective was identified to be the following: Students will be able to discuss the basic elements of the criminal justice system and the careers within the system. In addition, students will be able to discuss the steps in career planning for criminal justice.

Educational Ideology and Philosophy

The educational ideology selected for this curriculum plan is Educational Liberalism and the educational philosophy of this course was identified as progressivism. These views were selected to promote critical thinking and growth in the area of criminal justice. In addition, these views are based on the teachings of John Dewey, to provide students the experience to conform in society. This gives students the ability to interpret for themselves the workings of the system by critical analysis and active learning assignments. Also, the philosophy helps students examine careers by letting students individually explore various careers within the system and connecting with those that they are interested.

Curriculum Topics

The next step in creating the curriculum was identifying the length of the course and isolating unit topics and sub topics. There were twelve weeks of instruction identified that included one hour periods five times per week. The following topic areas were isolated as basic elements of the system:

- Unit 1: Introduction to Criminal Justice
 - Criminal Justice System
 - Crime
 - Law
- Unit 2: Police
 - History
 - Types of Policing
 - Careers
- Unit 3: Courts
 - State vs. Federal Courts
 - Careers
 - Sentencing
- Unit 4: Corrections
 - Prisons vs. Jails
 - Probation vs. Parole
 - Careers
- Unit 5: Career-Planning
- Unit 6: Class Presentations

Curriculum Standards

After identifying the unit topics, the California Department of Education foundation and pathway 9-12 grade standards were applied to ensure that the curriculum included current educational standards related to the topics and assignments for each unit.

Unit	Foundation Standards
1. Introduction to Criminal Justice <ul style="list-style-type: none"> • Criminal Justice System • Crime • Law 	Academics 1.2 (1.a) - Investigation and Experimentation Select and use appropriate tools and technology to perform tests, collect data, analyze relationships Academics 1.3 (12.1)- Students explain the

	<p>fundamental principles and moral values of American democracy as expressed in the U.S. Constitution and other essential documents of American democracy.</p> <p>Academics 1.3 (12.2.1)- Discuss the meaning and importance of each of the rights guaranteed under the Bill of Rights and how each is secured.</p> <p>Academics 1.3 (12.4)- Students analyze the unique roles and responsibilities of the three branches of government as established by the U.S. Constitution.</p> <p>Communication 2.4 (2.1)-Deliver narrative presentations.</p> <p>Technology 4.2-Understand the use of technological resources to gain access to, manipulate, and produce information, products, and services.</p> <p>Health and Safety 6.0- Students understand health and safety policies, procedures, regulations, and practices, including the use of equipment and handling hazardous materials.</p> <p>Leadership and Teamwork 9.0 (9.3)- Understand how to organize and structure work individually and in teams for effective performance and attainment of goals.</p> <p>Leadership and Teamwork 9.0 (9.5)- Understand how to interact with others in ways that demonstrate respect for individual and cultural differences and for the attitudes and feelings of others.</p> <p>Technical Knowledge and Skills 10.0 (10.3)- Understand the interconnected components of public services pathways.</p> <p>Demonstration and Application 11.0- Students demonstrate and apply the concepts contained in the foundation and pathway standards.</p>
<p>2. Police</p> <ul style="list-style-type: none"> • History • Types of Policing 	<p>Academics 1.2 (1.a) - Investigation and Experimentation</p> <p>Select and use appropriate tools and technology to perform tests, collect data, analyze relationships</p>

<ul style="list-style-type: none"> Careers 	<p>Communication 2.0 (2.2)- Prepare a bibliography of reference materials for a report using a variety of consumer, workplace, and public documents.</p> <p>Communication 2.2 (2.3d)- Write expository compositions, including analytical essays and research reports: Include visual aides by employing appropriate technology to organize and records information on charts, maps, and graphs.</p> <p>Communication 2.3 (1.1)- Demonstrate control of grammar, dictation, and paragraph and sentence structure and an understanding of English usage.</p> <p>Communication 2.4 (2.3)- Apply appropriate interviewing techniques.</p> <p>Career Planning and Management 3.0 (3.2)- Understand the scope of career opportunities and know the requirements for education, training, and licensure.</p> <p>Career Planning and Management 3.0 (3.4)- Understand the role and function of professional organizations, industry associations, and organized labor in a productive society.</p> <p>Career Planning and Management 3.0 (3.5)- Understand the past, present, and future trends that affect careers, such as technological developments and societal trends, and the resulting need for lifelong learning.</p> <p>Technology 4.0 (4.1)-Understand the past, present, and future technological advances as they relate to a chosen pathway.</p> <p>Technology 4.0 (4.2)-Understand the use of technological resources to gain access to, manipulate, and produce information, products, and services.</p> <p>Technical Knowledge and Skills 10.0 (10.3)- Understand the interconnected components of public services pathways.</p> <p>Demonstration and Application 11.0- Students demonstrate and apply the concepts contained in the foundation and pathway standards.</p>
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<p>3. Courts</p> <ul style="list-style-type: none"> • State vs. Federal Courts • Careers • Sentencing 	<p>Academics 1.2 (1.a)- Investigation and Experimentation Select and use appropriate tools and technology to perform tests, collect data, analyze relationships</p> <p>Academics 1.2 (12.4.5)- Discuss Article III of the Constitution as it relates to judicial power, including the length of terms of judges and the jurisdiction of the Supreme Court.</p> <p>Academics 1.2 (12.7.7)- Identify the organization and jurisdiction of federal, state, and local courts and the interrelationships among them.</p> <p>Communication 2.0 (2.2)- Prepare a bibliography of reference materials for a report using a variety of consumer, workplace, and public documents.</p> <p>Communication 2.2 (2.3d)- Write expository compositions, including analytical essays and research reports: Include visual aides by employing appropriate technology to organize and records information on charts, maps, and graphs.</p> <p>Communication 2.3 (1.1)- Demonstrate control of grammar, dictation, and paragraph and sentence structure and an understanding of English usage.</p> <p>Communication 2.4 (2.3)- Apply appropriate interviewing techniques.</p> <p>Career Planning and Management 3.0 (3.2)- Understand the scope of career opportunities and know the requirements for education, training, and licensure.</p> <p>Career Planning and Management 3.0 (3.4)- Understand the role and function of professional organizations, industry associations, and organized labor in a productive society.</p> <p>Career Planning and Management 3.0 (3.5)- Understand the past, present, and future trends that affect careers, such as technological developments and societal trends, and the resulting need for lifelong learning.</p>
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	<p>Technology 4.0 (4.1)-Understand the past, present, and future technological advances as they relate to a chosen pathway.</p> <p>Technology 4.0 (4.2)-Understand the use of technological resources to gain access to, manipulate, and produce information, products, and services.</p> <p>Technical Knowledge and Skills 10.0 (10.3)- Understand the interconnected components of public services pathways.</p> <p>Demonstration and Application 11.0- Students demonstrate and apply the concepts contained in the foundation and pathway standards.</p>
<p>4. Corrections</p> <ul style="list-style-type: none"> • Prisons vs. Jails • Probation vs. Parole • Careers 	<p>Academics 1.2 (1.a) - Investigation and Experimentation Select and use appropriate tools and technology to perform tests, collect data, analyze relationships</p> <p>Communication 2.0 (2.2)- Prepare a bibliography of reference materials for a report using a variety of consumer, workplace, and public documents.</p> <p>Communication 2.2 (2.3d)- Write expository compositions, including analytical essays and research reports: Include visual aides by employing appropriate technology to organize and records information on charts, maps, and graphs.</p> <p>Communication 2.3 (1.1)- Demonstrate control of grammar, dictation, and paragraph and sentence structure and an understanding of English usage.</p> <p>Communication 2.4 (2.3)- Apply appropriate interviewing techniques.</p> <p>Career Planning and Management 3.0 (3.2)- Understand the scope of career opportunities and know the requirements for education, training, and licensure.</p> <p>Career Planning and Management 3.0 (3.4)- Understand the role and function of professional organizations, industry associations, and organized labor in a productive society.</p>

	<p>Career Planning and Management 3.0 (3.5)- Understand the past, present, and future trends that affect careers, such as technological developments and societal trends, and the resulting need for lifelong learning.</p> <p>Technology 4.0 (4.1)-Understand the past, present, and future technological advances as they relate to a chosen pathway.</p> <p>Technology 4.0 (4.2)-Understand the use of technological resources to gain access to, manipulate, and produce information, products, and services.</p> <p>Technical Knowledge and Skills 10.0 (10.3)- Understand the interconnected components of public services pathways.</p> <p>Demonstration and Application 11.0- Students demonstrate and apply the concepts contained in the foundation and pathway standards.</p>
5. Career-Planning	<p>Career Planning and Management 3.0 (3.1)- Know the personal qualifications, interests, aptitudes, knowledge, and skills necessary to succeed in careers.</p> <p>Career Planning and Management 3.0 (3.2)- Understand the scope of career opportunities and know the requirements for education, training, and licensure.</p> <p>Career Planning and Management 3.0 (3.3)- Develop a career plan that is designed to reflect career interests, pathways, and postsecondary options.</p> <p>Career Planning and Management 3.0 (3.4)- Understand the role and function of professional organizations, industry associations, and organized labor in a productive society.</p> <p>Career Planning and Management 3.0 (3.5)- Understand the past, present, and future trends that affect careers, such as technological developments and societal trends, and the resulting need for lifelong learning.</p> <p>Career Planning and Management 3.0 (3.6)- Know important strategies for self-promotion in the hiring</p>

	<p>process, such as job application, résumé writing, interviewing skills, and preparation of a portfolio.</p> <p>Demonstration and Application 11.0- Students demonstrate and apply the concepts contained in the foundation and pathway standards.</p>
6. Class Presentations	<p>Communication 2.0 (2.2)- Prepare a bibliography of reference materials for a report using a variety of consumer, workplace, and public documents.</p> <p>Communication 2.2 (2.3b)- Write expository compositions, including analytical essays and research reports: Convey information and ideas from primary and secondary sources accurately and coherently.</p> <p>Communication 2.2 (2.3d)- Write expository compositions, including analytical essays and research reports: Include visual aides by employing appropriate technology to organize and records information on charts, maps, and graphs.</p> <p>Communication 2.3 (1.1)- Demonstrate control of grammar, dictation, and paragraph and sentence structure and an understanding of English usage.</p> <p>Communication 2.4 (2.3)- Apply appropriate interviewing techniques.</p> <p>Communication 2.4 (2.1)-Deliver narrative presentations.</p> <p>Career Planning and Management 3.0 (3.2)- Understand the scope of career opportunities and know the requirements for education, training, and licensure.</p> <p>Career Planning and Management 3.0 (3.3)- Develop a career plan that is designed to reflect career interests, pathways, and postsecondary options.</p> <p>Career Planning and Management 3.0 (3.4)- Understand the role and function of professional organizations, industry associations, and organized labor in a productive society.</p> <p>Career Planning and Management 3.0 (3.5)- Understand the past, present, and future trends that</p>

	<p>affect careers, such as technological developments and societal trends, and the resulting need for lifelong learning.</p> <p>Technology 4.0 (4.1)-Understand the past, present, and future technological advances as they relate to a chosen pathway.</p> <p>Technology 4.0 (4.2)-Understand the use of technological resources to gain access to, manipulate, and produce information, products, and services.</p> <p>Technical Knowledge and Skills 10.0 (10.3)- Understand the interconnected components of public services pathways.</p> <p>Demonstration and Application 11.0- Students demonstrate and apply the concepts contained in the foundation and pathway standards.</p>
<p>Pathway Standards applied to curriculum</p>	<p><u>Human Services Pathway</u></p> <p>A1.2- Understand the different roles played by human service professionals now and throughout American history.</p> <p><u>Legal and Government Services Pathway</u></p> <p>B1.1- Know multiple ways of extracting ideas and materials from research and library resources.</p> <p>B1.4 Understand the characteristics of effective media presentations.</p> <p>B4.2- Understand the important ways in which information is collected, analyzed, organized, directed, and disseminated to realize specific objectives.</p> <p>B9.1- Know the key elements of the U.S. Constitution and the Bill of Rights; and know the basic parameters of U.S. and international military, maritime, criminal and civil law.</p> <p>B9.4- Understand the structure of California state law.</p>

	<p><u>Protective Services Pathway</u></p> <p>C2.3- Use team-building skills to solve problems.</p> <p>C4.2- Use electronic mail, electronic communications networks, and Internet services to locate, retrieve, and distribute information.</p> <p>C6.2- Know the different physical agility assessments for protective services, and understand the skills and techniques necessary for success in agility testing.</p>
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Lesson Plan Format

The following lesson plan format was adopted from Fisher & Frey (2001). The purpose of the format was to break units into organized lessons to highlight the learning objectives for the unit sessions, to attract interest from the students by including an activity icebreaker, provide sufficient time for lessons and practice, to evaluate the progress of the students by conducting assessments, and asking the students to write reflections on the unit taught.

Lesson Plan Format:

- i. What are the unit learning objectives?
- ii. Activity (Icebreaker)
- iii. Instruction
 - o Lessons
- iv. Practice
 - o Guided (By instructor)
 - o Independent
- v. Assessment

- Informal (During class)
- Formal (Test/Quiz)

vi. Reflection

Educational Taxonomy

To ensure that students understand the material and meet the educational objectives, the educational taxonomy classes of Benjamin Bloom and contributors have been applied to the lesson plan format in the development of the curriculum plan.

Taxonomy Classes (Bloom, 1956) (Domain: Cognitive)	Lesson Plan Format
Knowledge	Unit Learning Objectives Activity Instruction
Comprehension	Instruction Guided Practice Independent Practice
Application	Guided Practice Independent Practice
Analysis	Guided Practice Independent Practice
Synthesis	Guided Practice Independent Practice Informal Assessment Reflection
Evaluation	Informal Assessment Formal Assessment

The knowledge and comprehension classes focus on the information provided to the student during instruction. The last four classes: application, analysis, synthesis, and evaluation focus on student involvement in the material. As students progress throughout the unit, they extend their knowledge on the unit topic by applying the concepts through class activities, assignments, and final assessment.

Curriculum Methods

The teaching method identified for the curriculum was active learning. The active learning approaches are very useful in meeting the needs of diversity in the classroom, teaching career technical courses, as well as enhancing the material presented. In addition, the California Department of Education has cited active learning methods as useful in teaching career-technical courses. As a result, the curriculum was designed around this method.

Activities

Each unit included a group in-class activity to promote collaborative learning. The in-class activities examine crime statistics, legislative processes, and agencies in the criminal justice field by utilizing media sources. The media sources include online videos, charts, and websites that contain the most current information on criminal justice careers and agencies.

Instruction

The instruction for each unit is outlined at the beginning with unit objectives, essential questions, and unit vocabulary. The objectives summarize the purpose of the instruction and the questions and vocabulary point out important terms in the lesson. The material for all units covers basic elements of the criminal justice system: police, courts, corrections, as well as career related information. In addition, website information is provided in the curriculum plan to provide further information on class material and more in-depth analysis.

Practice

Students are provided class-time to practice the material covered in the curriculum by completing writing assignments that require exploratory research in the criminal justice field. The assignments include discussion questions to in-class media and researching career positions. In addition, the final assessment provides students the ability to practice researching

and presenting for the real world. This practice is built upon Dewey's idea that experience creates a learning environment.

Assessment

The purpose of assessment in the curriculum plan is to ensure that students are learning the basic principles of the course and are experiencing the criminal justice field from a career point of view. The use of group discussion as informal assessment and exams as formal assessment reinforce the objectives of the course and compel students to evaluate their interests in the criminal justice field. The final assessment, a group presentation, lets students explore career opportunities of interest while letting the instructor evaluate the student's understanding of the career hiring process. The assessment rubric was created using the criteria of content and delivery in Freeman & Lewis's (1998) *Planning and Implementing Assessments*.

Reflection

At the conclusion of each unit, a reflection is included for students to write reactions to what they enjoyed and learned for that unit. This gives the teacher an opportunity to see what worked in the unit and what can be improved. At this point the curriculum can be revisited to incorporate feedback and changes from the students and teacher.

Chapter 4

CONCLUSION

Project Objectives and Findings

The intended outcome of the project was to create a curriculum plan for 11th and 12th grade high school students focusing on a system overview and careers within criminal justice. The objectives were fulfilled by breaking the project into categories: police, courts, and corrections, and highlighting essential areas and careers within the categories. However, examination of relevant literature involving history and curriculum development was explored prior to the creation of the curricula.

This curriculum was developed by analyzing the direction of criminal justice education through a historical and foundational lens. As a result of this analysis, three areas of criminal justice education were revealed: vocational, social, and academic. The purpose of the course was classified as vocational due to the need and benefits of career technical education in secondary school. In addition, it was determined that a system overview is useful in secondary school to establish concepts of the criminal justice system. Therefore, critical and theoretical analysis of crime and punishment can be reserved for postsecondary education. After determining the objectives of the course, curriculum ideologies and philosophies were examined to ensure the direction of the curriculum. It was discovered that the workings of progressivism promoted more experience and active involvement in lessons. Consequently, active learning techniques and methods were used to develop the curriculum plan. Additionally, the educational taxonomy of Benjamin Bloom (1956) and supporters and CDE standards were used to develop curriculum content and format to ensure students were learning and involved in relevant material.

Limitations

The curriculum plan focuses on the main topics of criminal justice and career instruction; however, the plan does not include a textbook assignment. Therefore, the instructor of the course can select a textbook of his/her choice and assign additional reading and chapter questions. In addition, the curriculum plan does not include a grading scheme due to the difference in school district policy and instructor methods. The instructor or district may choose to supplement the curriculum with more homework based on a chosen textbook or include a possible service-learning project. The school environment affects this portion of the course: the number of students enrolled in the course, the financial situation of the school, and the flexibility of the school district.

APPENDIX
Curriculum Plan

Course: Introduction to Criminal Justice

Grade Level: 11th and 12th grade students

Length of Course: 12 weeks

Purpose of Course:

This introductory criminal justice class will provide students a basic understanding of the criminal justice system with emphasis on careers within law enforcement, corrections, and the courts.

Course Learning Objective:

Students will be able to discuss the general structure of the criminal justice system and the careers within the system. In addition, students will be able to discuss the steps in career planning for criminal justice.

Course Outline:

Weeks 1 & 2- Unit 1: Introduction to Criminal Justice (10 days)

Weeks 3 & 4- Unit 2: Police (10 days)

Weeks 5 & 6- Unit 3: Courts (10 days)

Weeks 7 & 8- Unit 4: Corrections (10 days)

Weeks 9 & 10- Unit 5: Career-Planning (10 days)

Weeks 11 & 12- Unit 6: Class Presentations (10 days)

Weeks 1 & 2

Unit 1: Introduction to Criminal Justice

I. Unit 1 Learning Objectives

- A. The Criminal Justice System- To discuss the structure of the criminal justice system.
- B. Law- To discuss the U.S. Constitution, Bill of Rights, and cases related to the amendments.
- C. Crime- To develop an understanding of the definition of crime, why an act is considered a crime, and types of crime.

Vocabulary: Criminal Justice, Police, Corrections, Courts, Law, Crime, United States Constitution, Bill of Rights (4th Amendment, 5th Amendment, 6th Amendment, 8th Amendment), 14th Amendment, felony, misdemeanor, infraction

Questions: What is criminal justice? What are the functions of police, courts, and corrections? What is the law? What is crime?

Day 1:

- Class logistics (restrooms, classroom etiquette, etc.)
- Discuss purpose of course, outline of course, reflection at the end of each unit
- Begin class content- discuss unit 1 vocabulary and questions
 - What is criminal justice?

- The criminal justice field is the structure of federal, state, and local law enforcement agencies that enforce societal standards of law and order. The study of criminal justice examines the processes and organizations of the criminal justice field
- Overview of system- 3 areas of enforcement
 - Police
 - Preventing crime, enforcing the law, apprehending offenders, maintaining the peace, emergency response. Report and observe crime, investigate, and arrest
 - Courts
 - Enforce justice, checks and balances of justice system. Hold hearings, charges filed, arraignment, trial, sanctions (punishments) imposed
 - Corrections
 - Implement punishments (probation, prison, parole), can be performed inside or outside correctional facilities

Days 2-10:

II. Activity

A. Discuss California Law

- i. How a bill becomes a law

<http://www.leginfo.ca.gov/bil2lawd.html>

- ii. California Codes

<http://www.leginfo.ca.gov/calaw.html>

B. Discuss current statistics within California

- i. California Department of Justice- Crime Data

<http://ag.ca.gov/crime.php>

-Violent crime vs. property crime

III. Instruction

A. Law

U.S. Constitution Source:

http://www.archives.gov/exhibits/charters/constitution_transcript.html

- i. United States Constitution- September 17, 1787

1. Law of America- Articles describe the power and functions of the branches of U.S. Government,

Purpose- to prevent tyranny and abuse of power

- a. Article I-Legislative

- i. Congress

1. House of Representatives

2. Senate

- b. Article II-Executive

- i. President
 - c. Article III-Judicial
 - i. The Courts
 - d. Article IV-State Powers
- ii. Bill of Rights- 1791

http://www.archives.gov/exhibits/charters/bill_of_rights_transcript.html

- 1. First 10 Amendments to the U.S. Constitution
 - a. Rights of individuals
 - b. Amendments that relate to the criminal justice system

Amendment	Rights
Fourth	Right against unreasonable search and seizure, arrest without probable cause
Fifth	Right against self-incrimination, "double jeopardy", due process, Grand Jury
Sixth	Right to speedy and public trial, impartial, know charges, lawyer
Eighth	Right against cruel and unusual punishment, excessive fines
Fourteenth –(not considered Bill of Rights, known as constitutional amendment,	Constitutional rights apply to all citizens, due process

<p>added 1868)</p> <p>http://www.archives.gov/exhibits/charters/constitution_amendments_11-27.html</p>	
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B. Crime

i. Definition according to California *Penal Code* Section 2-24

1. California *Penal Code* Section 15

a. A crime or public offense is an act committed or omitted in violation of a law forbidding or commanding it, and to which is annexed, upon conviction, either of the following punishments:

- Death
- Imprisonment
- Fine
- Removal from office
- Disqualification to hold and enjoy any office of honor, trust, or profit in this State

ii. Why a crime is considered a crime?

1. Violates federal or state laws
2. Statutory law (codes)
3. City or county ordinances

iii. Types of crime

Type	Nature of crime	Punishment
Felony Examples: Murder, arson, assault, rape	Very Serious	Death/Incarceration
Misdemeanor Examples: Driving without a valid license, driving under the influence, petty theft	Serious	Incarceration/Supervision/ Fines
Infraction Examples: Usually traffic violation- running a stop sign	Minor violation	Fines

iv. Crime reports

1. Uniform Crime Reports (UCR)

<http://www.fbi.gov/about-us/cjis/ucr/ucr>

2. National Crime Victimization Survey (NCVS)

<http://bjs.ojp.usdoj.gov/index.cfm?ty=dcdetail&iid=245>

v. Special crimes

1. Examples: white collar, drugs, etc.

vi. Statute

1. Law describing an act or offense as a crime

IV. Practice

A. Guided by Instructor

i. Separate students into groups

1. Ask students to select an amendment from those discussed in class (4th, 5th, 6th, 8th, 14th Amendments) and find a case where that amendment was used by searching the internet
2. Ask them to briefly discuss the case in class

B. Group Quiz

i. Fill in the blank crossword puzzle (Attachment 1)

Crossword Answer Key

2. Misdemeanor, 5. Courts, 7. Infraction, 1. Constitution,
3. Police, 4. Felony, 6. Corrections

V. Assessment

A. Informal- Ask these questions during class

- i. What is criminal justice? What is crime? What is law? Ask about the different amendments. Were the unit 1 objectives fulfilled?

B. Formal- Exam (Attachment 2)

Exam Answer Key

- 1.B, 2. C, 3. A, 4. B, 5. D, 6. D, 7. B, 8. E, 9.C., 10. A

VI. Reflection

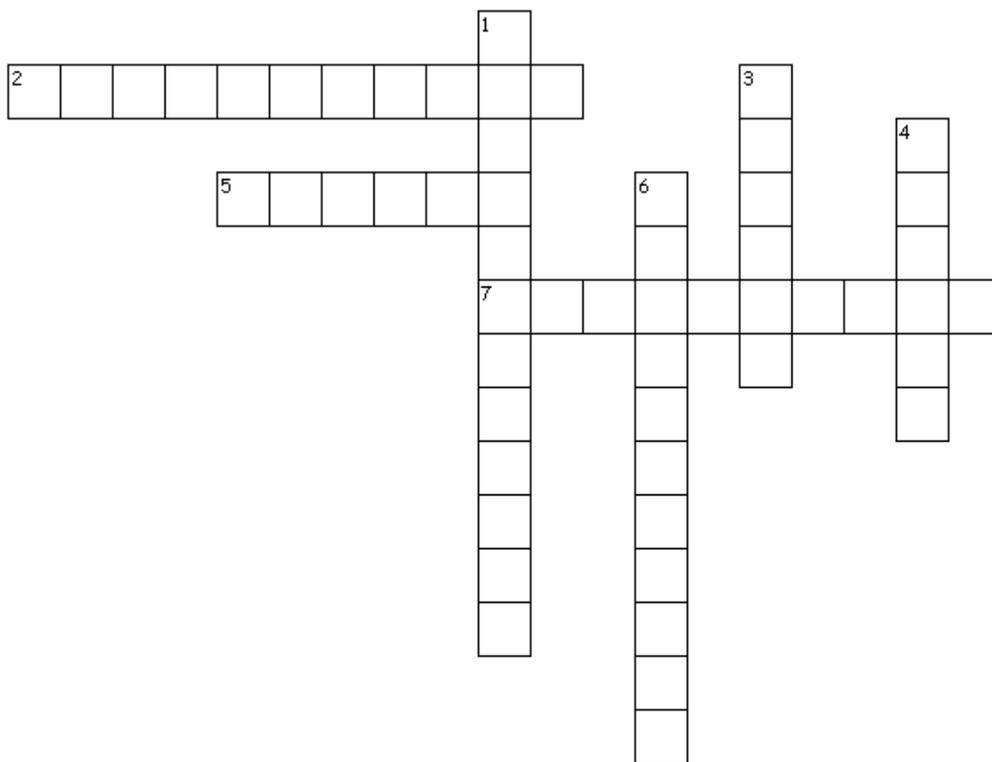
- A. Ask students: What did you like about this unit? What did you learn?

Attachment 1

Unit 1 Quiz: Introduction to Criminal Justice

Name: _____

Date: _____



Across

- 2. Serious crime
- 5. Enforce justice, checks and balances
- 7. Minor violation

Down

- 1. Law of America
- 3. Prevent crime, enforce the law
- 4. Very serious crime
- 6. Implement punishments

Created by [Puzzlemaker](http://www.DiscoveryEducation.com) at [DiscoveryEducation.com](http://www.DiscoveryEducation.com)

Attachment 2

Unit 1 Exam: Introduction to Criminal Justice

Name: _____

Date: _____

This exam contains 10 questions. Circle the correct response for each question.

1. What are the three areas of enforcement for criminal justice?
 - A. Police, Constitution, Bill of Rights
 - B. Police, Courts, Corrections
 - C. Courts, Constitution, Felony
 - D. Corrections, Courts, Constitution

2. The main functions of the police are
 - A. To enforce justice and be the checks and balances for the justice system.
 - B. Eat donuts.
 - C. To apprehend offenders, prevent crime, and maintain the peace.
 - D. To implement punishments in correctional facilities.

3. What is the common punishment for an infraction?
 - A. Fines
 - B. Death
 - C. Incarceration (Imprisonment)
 - D. A slap on the wrist.

4. What are the three articles of the U.S. Constitution?

- A. Executive, Law, President
- B. Legislative, Executive, Judicial
- C. Courts, Police, Corrections
- D. Congress, Legislative, The Courts

5. The Bill of Rights are

- A. The first 20 amendments to the Constitution
- B. The first 5 amendments to the Constitution
- C. The first 50 amendments to the Constitution
- D. The first 10 amendments to the Constitution

Instructions for questions 6-10: List 1, below, gives a number of amendments. For each item in List 1, choose the best description from List 2. Write the letter on the line next to the matching amendment.

List 1

- 6. ____ 4th Amendment
- 7. ____ 5th Amendment
- 8. ____ 6th Amendment
- 9. ____ 8th Amendment
- 10. ____ 14th Amendment

List 2

- A. Constitutional rights apply to all citizens, due process
- B. Right against self-incrimination, "double jeopardy", due process, Grand Jury
- C. Right against cruel and unusual punishment, excessive fines
- D. Right against unreasonable search and seizure, arrest without probable cause
- E. Right to speedy and public trial, impartial, know charges, lawyer

Weeks 3 & 4**Unit 2: Police**

I. Unit 2 Learning Objectives

- A. Origins/History- To develop an understanding of the early origins of policing from British origins to American policing.
- B. Types of Policing- To discuss local, state, and federal policing agencies.
- C. Careers- To discuss careers in law enforcement, profiling local, state, and federal careers.

Vocabulary: Local, Federal, State, Federal Bureau of Investigation (FBI), California Highway Patrol (CHP), Benefits, Exams, General Requirements

Questions: What are the origins of the police? What are the three types of police?

What are some careers in policing?

II. Activity

- A. Discuss California Law Enforcement Agencies
 - i. Some are listed on the Peace Officer Standards and Training site: <http://www.post.ca.gov/le-agencies.aspx>

III. Instruction

- A. Purpose, Origins/History
 - i. Purpose

1. Preventing crime, enforcing the law, apprehending offenders, maintaining the peace, emergency response
2. Police report and observe crime, investigate, and arrest

ii. British origins

1. Early Policing- Towns and villages responsible for policing (night watch), Shire reeve (Sheriff), the Bow Street Runners- Early law enforcement for London formed by Henry Fielding magistrate
2. Sir Robert Peel and the first formal police force- “bobbies”, the London Metropolitan Police (1829)
 - a. Purpose: To create an organized police force to prevent crime (patrol) through walking beats

iii. American origins

18 th Century and Prior years	<ul style="list-style-type: none"> • Night and day watch by towns and cities, vigilantism
19 th Century	<ul style="list-style-type: none"> • 1838-First American police department in Boston. (New York and Philadelphia follow) • 1845- New York City adopts London style of policing (London Metropolitan Police) • Politics played large part in police

	<p>corruption</p> <ul style="list-style-type: none"> • No training
20 th Century	<ul style="list-style-type: none"> • Early attempts at reform against police corruption and brutality failed • Professionalism movement- August Vollmer, O.W. Wilson • Events- Civil Rights Movement, antiwar protests, riots, assassinations • Rise in technology

B. Types of Policing

- i. There are three levels of policing- local, state, and federal. Each of these levels has agencies that enforce or regulate laws at that particular level
- ii. Local law enforcement- Responsible for enforcing local laws (cities and counties)
 1. Patrol, apprehending offenders, traffic citations, investigation
 2. Some agencies at the local level include Municipal police, City/County police, Transit police, School Campus police
 3. Check city and county websites for a listing of local law enforcement agencies. For example, Sacramento

County:

<http://www.saccounty.net/LawJustice/default.htm>

- iii. State law enforcement- A state agency responsible for enforcing state laws
 - 1. Maintain public safety, traffic enforcement, emergency response
 - 2. Some agencies at the state level include State Police, State Agencies: State Park, Fish and Wildlife, Alcohol, Investigations, Highway Patrol
 - 3. Check state websites for a listing of state law enforcement agencies. For example, California:
 - <http://www.post.ca.gov/le-agencies.aspx>
- iv. Federal law enforcement- A United States agency responsible for federal enforcement. Most agencies have specific goals or functions
 - 1. Some agencies at the federal level include federal agencies (Federal Bureau of Investigation, Parks, U.S. Secret Service)
 - 2. Check Department of Justice website for a listing of federal law enforcement agencies
 - <http://www.justice.gov/agencies/index-org.html>

C. Careers

i. Police Officers

Bureau of Labor Statistics- <http://www.bls.gov/k12/law01.htm>

1. Local (Deputy Sheriffs, Police Officers) Requirements

vary between agencies

a. Types of Jobs

- i. Sheriff, Police Officer, Investigator, Public Safety Officer, Campus Police

b. General Requirements

- i. 18 years of age or older (no maximum age limit)
- ii. United States citizenship, or eligible for and has applied for
- iii. High School diploma or G.E.D. or more
- iv. No Felony Convictions
- v. Valid California Driver's License

c. Assessments

- i. Medical
- ii. Written
- iii. Physical (running certain number of miles, jumping over fences, lifting dummy bag of a certain weight)
- iv. Drug Test
- v. Psychological (interview, lie detector, voice analysis)

- vi. Academy (Peace Officer Standards and Training)

- d. Benefits

- i. Retirement

- 1. 3% at age 55

- ii. Educational

- 1. Pay increase for college degrees

- iii. Leave

- 1. Vacation/Sick Leave monthly accrual (average around 8 hours month)

- 2. State (Requirements vary between agencies)

- a. Types of Jobs

- i. Police Officer, Park Ranger, Investigator, Special Agent

- b. Requirements (California Highway Patrol)

- <http://www.chp.ca.gov/>

- i. 20-35 years of age
 - ii. High school diploma, GED, or California High School Proficiency Examination
 - iii. No felony convictions and good personal conduct

- iv. Must possess a California driver license upon appointment to the Academy
- v. United States Citizen or permanent resident immigrant who is eligible and has applied for citizenship; must be a United States citizen at time of appointment
- vi. Physical Health
 - 1. Vision- 20/40 vision in each eye (correctable to 20/20)
 - 2. Must be free from any physical, mental or emotional condition that would prohibit the full performance of all the essential duties and functions of a CHP officer

c. Assessments

- i. Written
- ii. Physical
- iii. Oral Interview
- iv. Medical Evaluation
- v. Psychological

- vi. Background Check
- vii. Academy-27 weeks

d. Benefits

- i. Special Benefits-Overtime, Lunch, Uniform Allowance, Bilingual, Canine, Education, Motorcycle, Seniority, Flight Officer, Investigator, Field Training Officer
- ii. Medical, Dental, Vision
- iii. Annual Leave

1. Vary on length of service

- iv. Furnishing of equipment
- v. Retirement

1. 90% of highest one year

3. Federal (Requirements vary between agencies)

a. Types of Federal Jobs

- i. Investigator, Park Ranger, Special Agent, Inspector, Border Patrol Agent

b. Requirements (Federal Bureau of Investigation)
<http://www.fbijobs.gov/11.asp>

- i. Must be between 23 and 37 years of age
- ii. United States citizenship

- iii. Four year college degree
- iv. Three year work experience
- v. Possess a driver's license
- vi. Have experience in one of the following areas:

- 1. Accounting
- 2. Computer Science
- 3. Language
- 4. Law
- 5. Diversified

c. Assessments

- i. Written
- ii. Interview
- iii. Physical
- iv. Background Investigation
- v. Medical
- vi. Academy (21 weeks)

d. Benefits

- i. Health
- ii. Retirement
- iii. Leave
- iv. Education

v. Training

IV. Practice

A. Guided by Instructor

i. Video-Inside the FBI July 2008

<http://www.cbsnews.com/video/watch/?id=4256630n&tag=mnco>
[:lst:7](#)

ii. Discussion Questions

1. Discuss the FBI's shift from gangsters to terrorism.

The job skills currently required for counterterrorism efforts (language-linguistic skills, analyst skills)

B. Independent (Attachment 3-Activity Template)

- i. Have students research a job position that they are interested in (police officer, investigator, etc.) for a particular agency
- ii. Have them draw out a path of the requirements (general requirements, exams) for that job and write down the steps they would take to attain that job. Try to obtain poster board for this activity. Let the students be creative (include pictures, etc.)

V. Assessment

A. Informal (Attachment 4)

- i. Have a guest speaker visit the classroom (Police Officer, Investigator, etc.) Have students write down some career questions they would like to ask the officer prior to the visit

B. Formal- Exam (Attachment 5)

Exam Answer Key

1. C, 2. A, 3. C, 4. D, 5. A, 6. Answers will vary

VI. Reflection

A. Ask students: What did you like about this unit? What did you learn?

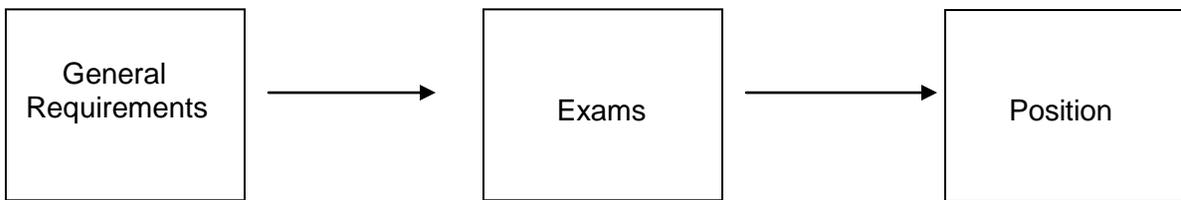
Attachment 3

Unit 2: Police

Career Path Template

Name: _____

Date: _____



Attachment 4

Unit 2: Police

Questions for Guest Speaker

Name: _____

Date: _____

Question 1:

Question 2:

Question 3:

Attachment 5

Unit 2 Exam: Police

Name: _____

Date: _____

This exam contains 6 questions. Circle the correct response for each question.

1. The earliest form of policing started in
 - A. Africa
 - B. Chicago
 - C. London
 - D. Antarctica

2. Sir Robert Peel's police force was nicknamed
 - A. Bobbies
 - B. Coppies
 - C. Police
 - D. Peelies

3. The three types of police are
 - A. Local, Federal, International
 - B. Local, State, International
 - C. Local, State, Federal
 - D. Local, State, Bobbies

- 4. Which of the following agencies is not a federal agency?
 - A. U.S. Department of Justice
 - B. U.S. Department of Interior
 - C. Federal Bureau of Investigation
 - D. Sacramento Police Department

- 5. The following are some common requirements for a law enforcement position
 - A. 18 years or older, physical exam, written exam
 - B. 50 years or older, physical exam, written exam
 - C. 18 years or older, physical exam, being superman
 - D. 21 years or older, physical exam, no driver's license

Instructions for question 6: Answer the following question.

- 6. What are three benefits working for police agencies? Please state the type of policing and the benefit.

Weeks 5 & 6**Unit 3: Courts**

I. Unit 3 Learning Objectives

A. State vs. Federal

- i. Structures/Functions- To describe the levels of courts in federal and state systems.
- ii. Courtroom Players/Careers- Explain key players in the courts: the defense, prosecution, judge, jury, court reporter, court clerk, and bailiff. The involvement of courtroom players in the criminal trial.
- iii. Sentencing- To clarify the types and goals of sentencing.

Vocabulary: Defense, judge, court reporter, court clerk, prosecution, bailiff

Questions: What are the courts in the federal system? What are the courts in the state system? What are some court careers? What are the types of sentencing? What are the steps in the criminal trial?

II. Activity

- A. Explore Supreme Court website for brief history on justices

<http://www.supremecourt.gov/about/briefoverview.aspx>

III. Instruction

- A. Structures/Functions

- i. Federalism

1. Powers shared between national and state governments

- ii. Federal Court System

- 1. Manage cases under the U.S. Constitution and Federal Laws

- a. Article III Courts (Created by Judiciary Act of 1789)

- i. Supreme Court

- ii. Court of Appeals

- iii. District Courts (Trial Courts)

- b. Special Courts (Created by Article III and Congress)

- i. Bankruptcy Courts

- ii. Courts of Special Jurisdiction (Armed Forces, Tax, Federal Claims)

- iii. State Court System

- 1. Manage cases under the state constitution, state laws, and other issues outside the federal jurisdiction

- a. State Supreme Court

- b. Appellate Court(s)

- c. Trial Court(s) of General Jurisdiction

- d. Trial Court(s) of Limited Jurisdiction

- B. Courtroom Players/Careers

- i. Lawyers

- Bureau of Labor Statistics <http://www.bls.gov/k12/law02.htm>

- 1. Requires research/interviews

- 2. Write legal documents

3. Provide advice to individuals/companies on the law
 4. Must pass state bar examination
 5. Juris Doctor (Law degree)
 6. Must be current on all law
 7. Average yearly wages=\$124,750
 8. In the Courtroom
 - a. Defense
 - i. Attorney that defends the accused (public defender appointed to represent indigent defendants)
 - ii. Pass state bar examination
 - b. Prosecution
 - i. Charges the defendant
 - ii. State/large city- district attorney
 - iii. City/county- attorney
 - iv. Federal-Each district has an appointed attorney
 - v. Juris Doctor
 - vi. Pass state bar examination
- ii. Judge
 1. Courtroom decision maker
 2. Juris Doctor
 3. Pass state bar examination
 4. Must be appointed or elected

- iii. Bailiff
 - 1. Court officer that maintains order, escorts players in the courtroom
 - 2. High School Diploma, may need law enforcement experience
 - iv. Court Reporter
 - 1. Court transcriber
 - 2. May require special certification, associate degree or bachelor's degree and experience
 - v. Court Clerk
 - 1. Court secretary
 - 2. May require associate degree and secretarial experience
- C. Sentencing
- i. Goals
 - 1. Deterrence, punishment for offense, protecting the public, setting precedent
 - ii. Types
 - 1. Incapacitation
 - 2. Rehabilitation
 - 3. Restitution
 - 4. Capital Punishment
 - iii. Systems
 - 1. Indeterminate (Not specified, a range)
 - 2. Structured (Determinate-fixed)

3. Mandatory (Specified by law, offense)
4. Presumptive (Mandated by law)
5. Federal vs. State
 - a. U.S. Sentencing Commission <http://www.ussc.gov/>
 - b. For example, California
 - i. Determinate sentencing
 - ii. Indeterminate sentencing for serious offenses

IV. Practice

A. Guided by Instructor

- i. Discuss the criminal trial
 1. Indictment
 2. Plea
 3. Jury selection
 4. Statements
 1. Prosecution
 2. Defense
 5. Evidence (Witnesses)
 1. Prosecution
 2. Defense
 6. Closing Arguments
 7. Judge's Charge
 8. Deliberations
 9. Verdict

- ii. Class Activity: Have students attend a mock trial at a local law school or role-play a current criminal trial case

B. Independent (Attachment 6-Activity Template)

- i. Writing Exercise: Have students write about the mock trial or role playing case. What was the verdict? How did the prosecution and defense argue their cases?
- ii. Have students research a job position that they are interested in (bailiff, court reporter, prosecutor, etc.). Have them draw out a path of the requirements for that job and write down the steps they would take to attain that job. Try to obtain poster board for this activity. Let the students be creative (include pictures, etc.)

V. Assessment

A. Informal

- i. Ask students the following questions: What are the courts in the federal system? What are the courts in the state system? What are some court careers? What are the types of sentencing? What are some steps in the criminal trial? (Have students write the steps on the board)

B. Formal- Exam (Attachment 7)

Exam Answer Key

1. A, 2. D, 3. C, 4. B, 5. A, 6. Answers will vary

VI. Reflection

- A. Ask students: What did you like about this unit? What did you learn?

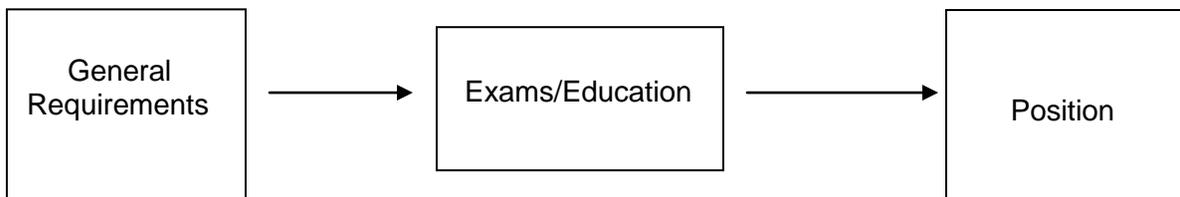
Attachment 6

Unit 3: Courts

Career Path Template

Name: _____

Date: _____



Attachment 7

Unit 3 Exam: Courts

Name: _____

Date: _____

This exam contains 6 questions. Circle the correct response for each question.

1. Which of the following is not a federal court
 - A. Court of Limited Jurisdiction
 - B. U.S. Supreme Court
 - C. U.S. Court of Appeals
 - D. U.S. District Courts

2. The prosecution is responsible for
 - A. Defending the defendant
 - B. Deciding the court case
 - C. Transcribing the court case
 - D. Charging the defendant

3. The types of sentencing are
 - A. Incapacitation, Restitution, Rehabilitation, Retreat
 - B. Time Out, Rehabilitation, Restitution, Capital Punishment
 - C. Incapacitation, Restitution, Rehabilitation, Capital Punishment
 - D. There is no sentencing

- 4. What type of college degree is required to be a prosecutor?
 - A. None
 - B. Juris Doctor Degree
 - C. Bachelor Degree
 - D. Medical Degree

- 5. The judge must be selected by
 - A. Appointment or election
 - B. Popularity
 - C. A number pulled out of a hat
 - D. None of the above

Instructions for question 6: Answer the following question.

- 6. Select one of the following sentencing systems and describe the system below:
Indeterminate, Mandatory, Structured (Determinate), Presumptive.

Weeks 7 & 8**Unit 4: Corrections**

I. Unit 4 Learning Objectives

A. Prisons vs. Jails

- i. State vs. Federal: Describe the difference between state and federal prisons.
- ii. County: Discuss county jails and the difference between jails and prisons.

B. Probation vs. Parole: Highlight the difference between probation and parole, purposes and sentencing.

C. Careers: Illustrate careers in corrections.

Vocabulary: Correctional Officer, Probation, Parole, Prison, Jail, Rehabilitation

Questions: What is the difference between prisons and jails? What are some careers in the correctional field? What is the difference between probation and parole?

II. Activity

A. Explore Eastern State Penitentiary-Online 360 Degree Tour

<http://www.easternstate.org/explore/online-360-tour>

III. Instruction

A. Prisons (Federal)- Considered long term, more than one year

Prison Types: <http://www.bop.gov/locations/institutions/index.jsp>

- i. Offenders that commit federal crimes attend federal prisons, however, at times federal offenders are sent to state prison under contract
 - ii. Types
 - 1. Minimum Security (Federal Prison Camps)
 - 2. Low Security
 - 3. Medium Security
 - 4. High Security (Penitentiaries)
 - 5. Administrative (Special Purposes)
- B. Prisons (State-vary by state, California described below), considered long term, more than one year
- i. Offenders that commit state crimes attend state prisons, however, at times federal offenders are sent to state prison under contract
 - ii. Types
 - 1. Adult Institutions (Men and Women's)
 - 2. Adult Firefighting Conservation Camps
 - 3. Juvenile Institutions
 - 4. Juvenile Camps
- C. Jails
- i. Administered by local agencies (Counties/Cities). Considered "short-term"- less than one year
 - ii. Generally used for
 - 1. Short term detaining
 - 2. Transfers

3. Pending Trial
4. Probation/Parole violators

D. Probation vs. Parole

- i. Probation- Use of community programs to rehabilitate an offender
 1. Conditional sentence
 2. Must participate in court-mandated conditions
 - a. For example, conditions include employment, community program participation, must not commit crimes, visitations by law enforcement
- ii. Parole- Early release from imprisonment under supervision
 1. Conditional release as a result of good behavior (offender released before sentence is completed)
 2. Decided by Parole Boards- whether offender can be released early due to good behavior
 3. Conditional early release
 - a. For example, conditions include employment, must not commit crimes, visitations by law enforcement

E. Careers in Corrections

- i. Probation and Parole Officers
 1. Duties
 - a. Pre-sentence Investigations (prior convictions, etc.)
 - b. Intake (notification of routine, requirements)
 - c. Assessment of individuals (analysis of needs)

- d. Supervision

- 2. Job Requirements

- a. Most require bachelors degree or law enforcement experience

- b. Good physical health

- c. Background check

- d. Drug Test

- 3. Benefits

- a. Medical

- b. Life

- c. Retirement

- d. Holidays

- e. Leave

- ii. Correctional Officer (Adult, Youth)

- 1. Duties

- a. Supervision

- b. Emergency response within facilities

- c. Provide instructions to inmates

- d. Maintain safety

- 2. Job Requirements

- a. Must be U.S. Citizen

- b. Younger than 37 years of age

- c. No felony convictions

- d. Most require a bachelor's degree or law enforcement experience
 - e. Pass physical test
 - f. Pass drug test
- iii. Other careers within correctional facilities
- 1. Chaplain
 - 2. Teacher
 - 3. Medical
 - 4. Dental
 - 5. Librarian
 - 6. Administrative
 - 7. Vocational (Electrician, Auto Body, Janitorial, Masonry, Computer, Culinary, etc.)

IV. Practice

A. Guided by Instructor

- i. Federal Bureau of Prisons- Career Video

<http://www.bop.gov/jobs/index.jsp>

B. Independent (Attachment 8-Activity Template)

- i. Writing Exercise: Ask students to write a reflection on the Federal Bureau of Prisons career video. How do correctional career positions differ from police and court careers?
- ii. Have students research a job position that they are interested in (correctional officer, probation officer, etc.). Have them draw out a path of the requirements for that job and write down the steps

they would take to attain that job. Try to obtain poster board for this activity. Let the students be creative (include pictures, etc.)

V. Assessment

A. Informal

- i. Ask students the following questions: What is the difference between prisons and jails? What are some careers in the correctional field? What is the difference between probation and parole?

B. Formal- Exam (Attachment 9)

Exam Answer Key

1. C, 2. C, 3. A, 4. A, 5. D, 6. Answers will vary

VI. Reflection

- A. Ask Students: What did you like about this unit? What did you learn?

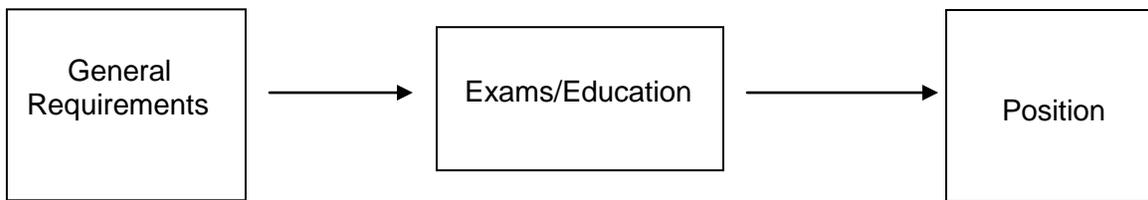
Attachment 8

Unit 4: Corrections

Career Path Template

Name: _____

Date: _____



Attachment 9

Unit 4 Exam: Corrections

Name: _____

Date: _____

This exam contains 6 questions. Circle the correct response for each question.

1. Which of the following generally requires imprisonment for over a year?
 - A. Probation
 - B. Parole
 - C. Prison
 - D. Jail

2. Most jails are administered by
 - A. State government
 - B. Federal government
 - C. Local (County/City)
 - D. Nobody

3. The following is considered "early release" from imprisonment
 - A. Parole
 - B. Probation
 - C. Jail
 - D. Prison

4. Which of the following is not a type of federal prison?

- A. No security
- B. Maximum Security
- C. Medium Security
- D. Low Security

5. What is not one of the job duties of correctional officers?

- A. Supervision
- B. Emergency response
- C. Maintain safety
- D. Arrest

Instructions for question 6: Answer the following question.

6. What are two job duties of probation and parole officers?

Weeks 9 & 10**Unit 5: Career-Planning**

I. Unit 5 Learning Objectives

- A. Students will be able to identify career interests.
- B. Students will be able to start the career planning process.
- C. Students will be provided career resources to assist them in the career planning process.

Vocabulary: Career, Resources, Education, Cover Letter, Résumé, Recruitment

Questions: What are your career interests? What is a career plan? What are some resources in career planning?

II. Activity

- A. Career Interests: Self-Assessment (Attachment 10)
 - i. The self-assessment will help students identify their career interests by narrowing down their abilities, values, and strengths

III. Instruction

- A. Career Planning
 - i. Career Plan (Attachment 11)
 - 1. The career plan will assist students in developing a map in achieving their career interests by stating the requirements of the career
 - ii. Education

1. High School Diploma
 - a. Most careers require a diploma
 2. College
 - a. Most careers require some college experience
 3. Academies (i.e. police)
 - a. Some careers require academy experience
- iii. Extracurricular Activities
1. Enhance college and career applications
 - a. Sports, mock trial, student government, honor societies
- B. Hiring Process
- i. Recruitment
 1. College Fairs, Career Centers (employment centers), Media (television, radio, online postings)
 - ii. Job Application, Cover Letter, Résumé
 1. Applications
 - a. Personal information, education, job experience, references
 2. Résumé
 - a. Self-written document with personal information, education, job experience, references
 3. Cover Letter

- a. Introductory letter stating why you are interested and qualified for a job

- iii. Job Interviews

1. Attire
2. Communicating skills and experience

- C. Resources

- i. Agency Websites

1. Federal

- a. <http://www.justice.gov/careers/careers.html>

2. State

- a. Varies by state

(California <http://spb.ca.gov/jobs/index.htm>)

3. Local

- a. Varies by cities and counties

(Sacramento

<http://www.saccounty.net/LawJustice/default.htm>

<http://www.cityofsacramento.org/hr/employment/>)

- ii. Advisors

4. College

- a. Career Centers
- b. Criminal Justice Departments

5. Careers

- a. Faculty Advisors (teachers/professors)

b. Other students

IV. Practice

A. Guided by Instructor

i. Sample Résumé (Attachment 12)

1. Discuss résumé template

B. Independent

i. Have students fill out their own résumé using the template (Attachment 12)

V. Assessment

A. Informal

i. Discuss questions in class: What is a career plan? What are some resources in career planning?

B. Formal- Role-playing exercise

i. Have students pair up and perform interviews in front of the class.

Have them ask the following questions:

1. What are your strengths?
2. What are your weaknesses?
3. What are your goals?
4. Why should I hire you?

VI. Reflection

A. Ask Students: What did you like about this unit? What did you learn?

Attachment 10

Unit 5 Self-Assessment: Career-Planning

1. Criminal Justice Career Interests

Courts Corrections Police Other: _____

Name of occupations: _____

2. Favorite School Subjects

English History Math Other: _____

Science Physical Education

3. Personal Skills (e.g. good at writing, math)

4. Abilities (e.g. physical, personal)

5. Personal and Professional Values (e.g. growth, stable, good-paying career)

Attachment 11

Unit 5 Career Plan: Career-Planning

1. Career of Interest

--

2. Educational Requirements

High School (Classes, GPA required, etc.):
College (Classes, GPA required, etc.):
Other (Technical College, Certificate, etc.):

3. Other Requirements (Physical, Medical, Written, Etc.)

--

4. Personal Skills, Abilities, Values

--

5. Steps in Achieving Career

--

Attachment 12

Unit 5 Résumé: Career-Planning

Name

Home Address

Phone Number

Objective (The objective in obtaining the job)**Education**

- | • Year Obtained
Attended | Degree/Diploma Obtained | School |
|-----------------------------|-------------------------|--------|
|-----------------------------|-------------------------|--------|

Work Experience

- | • Years Worked | Work Position | Employer |
|----------------|---------------|----------|
|----------------|---------------|----------|

Skills/Extracurricular Activities**References**

- | • Name | Work Position/Employer |
|--------------------|------------------------|
| Phone Number/Email | Number of Years Known |

Weeks 11 & 12**Unit 6: Class Presentations**

- I. Unit 6 Learning Objectives
 - a. Final Class Presentation
- II. Student Presentation Assignment:

You will work with two or three other students to develop a 15-20 minute presentation on a criminal justice agency of your choice. The presentations will be made the last week school. The following must be included in the presentation:

- A brief history of the agency
- The careers available in the agency (include requirements and benefits)

You will be graded on two areas: delivery and content. The assignment must be presented by all members of the group. Class peers will assess the presentation using a rubric (Attachment 13).

Attachment 13

Unit 6 Rubric: Class Presentation

Group Name: _____

Date: _____

Place an "X" in the box that best rates the group presentation.

Delivery

Questions	Poor	Ok	Excellent
Did the students use eye contact?			
Did the students speak clearly?			

Content

Questions	Poor	Ok	Excellent
Did the students include history of the criminal justice agency?			
Did the students discuss careers in the criminal justice agency?			

Overall Comments:

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