Prepares Student for College and Careers

▲ Administration of Justice Academy

COURSE CODES:

▲ROP 67031   ▲WUHSD 8051   ▲ERUSD 0000   ▲State (CALDPADS) 8412

Industry Sector:	Public Service	**Course Leads to:**	Post-Secondary Education & Industry Certification
Career Pathway:	Public Safety – 232		
Classroom Hours:	180	**Course Level:**	Capstone
Work Based Learning:	180 (optional)		

Approved Textbook/Curriculum: None

POST-SECONDARY EDUCATION

Articulation with College	No
Dual Enrollment with College	No
UC Approved a-g elective credit	No

COLLEGE MAJORS

Criminal Justice
Administration of Justice
Forensic Science
Criminology
Sociology

INDUSTRY CERTIFICATIONS

AHA CPR – All Students Trained
**Fee for students requesting Certification Card

NEXT STEPS

- Explorer Programs
- Cadet Programs
(Until minimum hiring age of 21)
- Military

EMPLOYMENT

Related Careers (O*NET)

33-3050.00	Police Officers
33-3021.00	Detectives and Criminal Investigators
33-3010.00	Bailiffs, Correctional Officers and Jailer
33-9032.00	Security Guards
43-5030.00	Dispatchers

Prerequisites:
Required: Completed or Currently enrolled in an Administration of Justice or Forensic Science. Completion of physical fitness exam signed by medical doctor with no restrictions (by week two).

Course Description:
This Administration of Justice Academy course is designed to provide the student classroom instruction, role-playing scenarios, and physical fitness training to prepare them for a law enforcement academy, explorer program, or a career in/or relating to public services or the administration of justice system. This course also prepares students for further training at post-secondary institutions in the public services areas.

Integrated throughout the course are standards for Career Ready Practice and Academic Content Standards which include: appropriate technical skills and academic knowledge; communication skills; career planning; applied technology; critical thinking and problem solving; personal health and financial literacy; citizenship, integrity, ethical leadership and effective management; work productively while integrating cultural and global competence; creativity and innovation; reliable research strategies, and environment, social and economic impacts of decisions.

TRI-CITIES ROP PATHWAYS

CTE Pathway Completion Certificate Eligibility:

Completion of 300+ hours of instruction in two or more CTE courses in the same industry sector
Demonstrate competency in 75% + of the Essential Standards for each pathway course
Maintain 75% + attendance in CTE pathway courses
Complete a Work Based Learning activity (will be defined in the College and Career Indicator "CCI")

CONC = Concentrator   CAP = Capstone

LA SERNA HIGH SCHOOL
SANTA FE HIGH SCHOOL

Site	Level	State Code	Dist. Code	ROP Code	ROP Course	District Title
INDUSTRY SECTOR: PUBLIC SERVICES – PATHWAY: PUBLIC SAFETY						
LHS SFHS	CONC	8411	8035	67030	Administration of Justice (g)	ROP Adm Just-P
SATURDAY WHS	CAP	8412	8051	67031	Admin. of Justice Academy	

11 Key elements to a high quality CTE program
1. *Leadership at all levels*
2. *High-quality curriculum and instruction*
3. *Career exploration and guidance*
4. *Student support and student leadership development*
5. *Industry partnerships*
6. *System alignment and coherence*
7. *Effective organizational design*
8. *System responsiveness to changing economic demands*
9. *Skilled faculty and professional development*
10. *Evaluation, accountability, and continuous improvement*
11. *CTE promotion, outreach, and communication*

COURSE OUTLINE

I. ORIENTATION
    A. Introduce course and facilities
    B. Discuss syllabus and major objectives, uniform requirements
    C. Explain attendance, grading, classroom procedures, code of conduct
    D. Complete course safety requirements/test

II. CAREERS IN PUBLIC SERVICES
    A. Research and report on the specialized occupations within the Public Services industry
    B. Identify the steps in the hiring process from application to employment
    C. List the eligibility requirements for various criminal justice positions
    D. Explain the impact of pre-service activities on employability and/or military eligibility (e.g., financial irresponsibility, criminal record, improper social media behavior, etc.)
    E. Identify the reasons for disqualification
    F. Describe the physical fitness requirements and the impact of nutrition and a healthy lifestyle on employability/job performance

III. PREPARING FOR COLLEGE AND CAREERS
    A. Review and Discuss California CTE Model Curriculum Standards for Career Ready Practice
    B. Create an Education Plan and a Career Plan aligned with personal goals
    C. Create a Career Portfolio (including a resume)
    D. Complete a handwritten/hand-printed Job Application neatly, legibly and with no correction or mistakes
    E. Practice a professional job interview
    F. Evening of Excellence Essay

IV. HISTORY OF ADMINISTRATION OF JUSTICE/ LAW ENFORCEMENT
    A. Understand British and American law enforcement
    B. Explore the future of police and law enforcement
    C. Research and understand various occupations within the public services industry sector
    D. Prepare a resume, demonstrate a professional interview, and explore job search skills
    E. Discuss environmentally sound practices and sustainability within the industry sector

V. ETHICS AND INTEGRITY
    A. Understand the law enforcement code of ethics
    B. Understand the code of professional conduct
    C. Describe unethical behavior and conduct
    D. Determine proper procedure to report unethical behavior
    E. Understand the consequences of unethical behavior within the law enforcement industry

VI. OVERVIEW OF THE JUSTICE PROCESS
    A. Research the filing of criminal complaints
    B. Understand booking and bail schedules
    C. Explore the court process
    D. Understand sentencing and appeals
    E. Discuss and understand the proper courtroom demeanor and behavior (voice, dress, cross examination, answering questions)

VII. LAWS OF ARREST
    A. Understand the power to arrest by a peace officer
    B. Explain the Miranda rights of detainees
    C. Understand the concept of arrest by a private citizen
    D. Compare and contrast probable cause and suspicion
    E. Define legal requirements for entry and to make an arrest
    F. Understand the information provided to an arrested person
    G. Identify consensual encounters
    H. Define conspiracy to deprive a person of their civil rights
    I. Describe deprivation of a civil right under color of law

COURSE OUTLINE

VIII. CUSTODY

    A. Explain commitment to custody
    B. Describe the officer's responsibilities during intake
    C. Understand the elements of tactical communications
    D. Understand laws governing the humane treatment of prisoners
    E. Explain prohibitions against assaulting prisoners
    F. Understand how to secure weapons before entering jail
    G. Describe body and strip searches
    H. Understand the booking of sick or injured prisoners
    I. Define constitutional rights of prisoners
    J. Describe prohibition against eavesdropping or recording prisoner's conversations
    K. Recognize the prisoner's right to use the telephone
    L. Understand the laws regarding use of force
    M. Compare and contrast the time allowed to keep a prisoner in custody – adult V. juvenile
    N. Recognize the reasonable expectation of privacy for a prisoner

IX. SEARCH AND SEIZURE

    A. Define and understand search, seizure, probable cause, warrants
    B. Describe exclusionary rule
    C. Research and explore case law related to the subject of search and seizure
    D. Identify important legislation and advancements related to search and seizure

X. ALCOHOL, NARCOTICS, AND DANGEROUS DRUGS

    A. Categorize various types of drugs and alcohol
    B. Know the methods of use for various drugs
    C. Identify objective symptoms of a person under the influence of alcohol and/or drugs
    D. Understand the safety/handling and testing of drugs
    E. Research and explain the basics of pharmacology and symptomology

XI. LAW ENFORCEMENT FIELD EXPERIENCE

    A. Students are encouraged to experience one or more of the following:
        1. Ride-along
        2. Field trip to a law enforcement agency, justice system, corrections system
        3. Guest speaker
        4. Coroner/ death investigation
        5. Business or community watches or town hall meetings
        6. Reserve officer program

XII. COMMUNITY RELATIONS AND CRIME PREVENTION

    A. Explore community-oriented policing concepts
    B. Discover the role of inter-agency collaboration and its positive impacts on a community
    C. Understand the correlation between positive community relations and crime prevention in a community
    D. Review and predict crime trends (identity theft, crime mapping, graffiti)

XIII. FIREARM ORIENTATION

    A. Demonstrate firearm safety according to safety principles
    B. Explain criminal actions and consequences regarding improper use of a firearm
    C. Demonstrate proper care, cleaning, and maintenance of a firearm
    D. Understand proper procedures and techniques needed to qualify with a firearm
    E. Categorize various types of firearms used in law enforcement and their uses
    F. Compare the various laws regarding the use of firearms
    G. Explain the psychological repercussions of firing a weapon and its consequences and effects, including post-traumatic stress

XIV. ARREST AND CONTROL

    A. Execute proper handcuffing techniques, including felony prone, felony kneeling, and standing
    B. Demonstrate defensive tactics, such as control holds and takedown holds

XV. EVIDENCE COLLECTION

    A. Differentiate between a crime scene and a death scene
    B. Demonstrate proper techniques to collect evidence at a crime scene
    C. Understand how to collect fingerprints
    D. Analyze fingerprints
    E. Explain alternative methods to collect fingerprints
    F. Examine crime scene sketches and drawings
    G. Describe the purpose of photographic evidence
    H. Understand search patterns
    I. Understand the proper use and safety of using chemicals and equipment used in evidence collection

XVI. PHYSICAL TRAINING

    A. Participate in physical conditioning, which minimally includes running, calisthenics, drills, formations
    B. Obtain at least a minimum score on physical conditioning test
    C. Understand basic nutrition
    D. Practice basic treatment of injuries

XVII. CPR/ FIRST AID

    A. Complete CPR instruction
    B. Understand one-rescuer CPR
    C. Understand how to proceed with CPR when client has obstructed airway
    D. Understand how to properly use an AED
    E. Administer standard first aid
    F. Understand emergency preparedness procedures and natural disaster procedures

XVIII. PATROL PROCEDURES

    A. Understand patrol functions, such as patrol patterns and observations, foot and vehicle patrol, as well as aircraft/ marine patrol
    B. Recite phonetic alphabet
    C. Understand ten-codes and nine-codes

ESSENTIAL STANDARDS AND KEY ASSIGNMENTS
INDUSTRY SECTOR: Public Services

ESSENTIAL PATHWAY STANDARD - A1.0

Demonstrate an awareness of the personal, physical, and psychological qualities found in successful public safety job candidates, and recall critical types of decisions and outcomes which determine employability in public safety occupations.

KEY ASSIGNMENT

Students will develop a career portfolio to include a resume, job application, background packet, psychological testing (MMPI), and reference letters.

ESSENTIAL PATHWAY STANDARD - A2.0

Describe the history, shared mission, and roles of public safety agencies and professionals at the national, state, and local government levels.

KEY ASSIGNMENT

Students will write a two-page essay on law enforcement now & then (50 years). The essay will explain shared roles, hot topic of the time (BLM, DACA, etc.) and will be presented to the class.

ESSENTIAL PATHWAY STANDARD - A4.0

Employ active listening, concise reporting, and familiarity with professional equipment to communicate effectively.

KEY ASSIGNMENT

Students will master report writing by writing a basic report by reading scenario or videos of scenario and writing a detailed report.

ESSENTIAL PATHWAY STANDARD - A5.0

Understand the laws, ordinances, regulations, and organizational policies that guide public safety career fields.

KEY ASSIGNMENT

Students will research the process of a person receiving a ticket and the next steps including possible court. Students will start by enforcing laws via citations and will participate in mock traffic court.

ESSENTIAL PATHWAY STANDARDS – A6.0

Know the skills and equipment needed to deal with various types of situations found in public safety occupations (e.g., working with special populations, responding to emergencies, and assisting with incidents).

KEY ASSIGNMENT

Students will prepare an emergency preparedness action plan that will be used in their home.

Standards for Career Ready Practice

1. **Apply appropriate technical skills and academic knowledge.** Career-ready individuals readily access and use the knowledge and skills acquired through experience and education. They make connections between abstract concepts with real-world applications and recognize the value of academic preparation for solving problems, communicating with others, calculating measures, and performing other work-related practices.

2. **Communicate clearly, effectively, and with reason.** Career-ready individuals communicate thoughts, ideas, and action plans with clarity, using written, verbal, electronic, and/or visual methods. They are skilled at interacting with others: they are active listeners who speak clearly and with purpose, and they are comfortable with terminology that is common to workplace environments. Career-ready individuals consider the audience for their communication and prepare accordingly to ensure the desired outcome.

3. **Develop an education and career plan aligned with personal goals.** Career-ready individuals take personal ownership of their educational and career goals and manage their individual plan to attain these goals. They recognize the value of each step in the educational and experiential process, and they understand that nearly all career paths require ongoing education and experience to adapt to practices, procedures, and expectations of an ever-changing work environment. They seek counselors, mentors, and other experts to assist in the planning and execution of education and career plans.

4. **Apply technology to enhance productivity.** Career-ready individuals find and maximize the productive value of existing and new technology to accomplish workplace tasks and solve workplace problems. They are flexible and adaptive in acquiring and using new technology. They understand the inherent risks—personal and organizational—of technology applications, and they take actions to prevent or mitigate these risks.

5. **Utilize critical thinking to make sense of problems and persevere in solving them.** Career-ready individuals recognize problems in the workplace, understand the nature of the problems, and devise effective plans to solve the problems. They thoughtfully investigate the root cause of a problem prior to introducing solutions. They carefully consider options to solve a problem and, once agreed upon, follow through to ensure the problem is resolved.

6. **Practice personal health and understand financial literacy.** Career-ready individuals understand the relationship between personal health and workplace performance. They contribute to their personal well-being through a healthy diet, regular exercise, and mental health activities. Career-ready individuals also understand that financial literacy leads to a secure future that enables career success.

7. **Act as a responsible citizen in the workplace and the community**. Career-ready individuals understand the obligations and responsibilities of being a member of a community and demonstrate this understanding every day through their interactions with others. They are aware of the impacts of their decisions on others and the environment around them, and they think about the short-term and long-term consequences of their actions. They are reliable and consistent in going beyond minimum expectations and in participating in activities that serve the greater good.

8. **Model integrity, ethical leadership, and effective management.** Career-ready individuals consistently act in ways that align with personal and community-held ideals and principles. They employ ethical behaviors and actions that positively influence others. They have a clear understanding of integrity and act on this understanding in every decision. They use a variety of means to positively impact the direction and actions of a team or organization, and they recognize the short-term and long-term effects that management's actions and attitudes can have on productivity, morale, and organizational culture.

9. **Work productively in teams while integrating cultural and global competence.** Career-ready individuals contribute positively to every team, as both team leaders and team members. To avoid barriers to productive and positive interaction, they apply an awareness of cultural differences. They interact effectively and sensitively with all members of the team and find ways to increase the engagement and contribution of other members.

10. **Demonstrate creativity and innovation.** Career-ready individuals recommend ideas that solve problems in new and different ways and contribute to the improvement of the organization. They consider unconventional ideas and suggestions by others as solutions to issues, tasks, or problems. They discern which ideas and suggestions may have the greatest value. They seek new methods, practices, and ideas from a variety of sources and apply those ideas to their own workplace practices.

11. **Employ valid and reliable research strategies.** Career-ready individuals employ research practices to plan and carry out investigations, create solutions, and keep abreast of the most current findings related to workplace environments and practices. They use a reliable research process to search for new information and confirm the validity of sources when considering the use and adoption of external information or practices.

12. **Understand the environmental, social, and economic impacts of decisions.** Career-ready individuals understand the interrelated nature of their actions and regularly make decisions that positively impact other people, organizations, the workplace, and the environment. They are aware of and utilize new technologies, understandings, procedures, and materials and adhere to regulations affecting the nature of their work. They are cognizant of impacts on the social condition, environment, workplace, and profitability of the organization.

CTE ANCHOR STANDARDS—Common Core English Language Arts Alignment

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

2: Communications Language Standard
Acquire and accurately use general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the (career and college) readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression. LS 9-10, 11-12.6 Anchor Standard

3: Career Planning and Management Speaking and Listening Standard
Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data. SLS 11-12.2 Anchor Standard

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

5: Problem Solving and Critical Thinking Writing Standard
Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem, narrow or broaden the inquiry when appropriate, and synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. WS 11-12.7 Anchor Standard

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

7: Responsibility and Flexibility Speaking and Listening Standard
Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners, building on others' ideas and expressing their own clearly and persuasively. SLS 9-10 11-12.1 Anchor Standard

8: Ethics and Legal Responsibilities Speaking and Listening Standard
Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the work. SLS 11-12.1d Anchor Standard

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

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

11: Demonstration and Application
Demonstrate and apply the knowledge and skills contained in the industry-sector anchor standards, pathway standards, and performance indicators in classroom, laboratory, and workplace settings, and the career technical student organization.