



Prepares Students for College and Careers

▲ Administration of Justice (g)

COURSE CODES:

▲ROP 67030 ▲WUHS 8035 ▲ERUSD 0000 ▲State Course Code (CALPADS) 8411

INDUSTRY SECTOR: Public Services

COURSE LEADS TO: Post-Secondary Education

CAREER PATHWAY: Public Safety

CLASSROOM HOURS: 180

COURSE LEVEL: Concentrator

WORK BASED LEARNING: 180 (optional)

APPROVED TEXTBOOK/CURRICULUM: *"Introduction to Criminal Justice", 8th ed. McGraw-Hill*

POST-SECONDARY EDUCATION	INDUSTRY CERTIFICATIONS	EMPLOYMENT																
<table border="0"> <tr> <td>Articulation with College</td> <td>No</td> </tr> <tr> <td>Dual Enrollment with College</td> <td>No</td> </tr> <tr> <td>UC Approved a-g elective credit</td> <td>Yes "g"</td> </tr> </table> <p style="text-align: center;">COLLEGE MAJORS</p> <p>Criminal Justice Administration of Justice Forensic Science Criminology</p>	Articulation with College	No	Dual Enrollment with College	No	UC Approved a-g elective credit	Yes "g"	<p style="text-align: center;">None</p> <p style="text-align: center;">NEXT STEPS</p> <p>ROP Administration of Justice Academy ROP Forensic Science</p> <ul style="list-style-type: none"> • Explorer Programs • Cadet Programs (Until minimum hiring age of 21) • Military 	<p>Related Careers (O*NET)</p> <table border="0"> <tr> <td>33-3050.00</td> <td>Police Officers</td> </tr> <tr> <td>33-3021.00</td> <td>Detectives and Criminal Investigators</td> </tr> <tr> <td>33-3010.00</td> <td>Bailiffs, Correctional Officers and Jailer</td> </tr> <tr> <td>33-9032.00</td> <td>Security Guards</td> </tr> <tr> <td>43-5030.00</td> <td>Dispatchers</td> </tr> </table>	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
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PREREQUISITES:

None. Open to grade level: 9 - 12

COURSE DESCRIPTION:

Administration of Justice is designed to expose students to occupations within the criminal justice system and prepare students for college-level criminal justice coursework. Students will explore the criminal justice system through the study of the causes of crime, the U.S. legal system, the organization and role of law enforcement, the judicial system, corrections, and juvenile justice.

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.

COURSE OUTLINE

I. ORIENTATION

- A. Introduce course and facilities
- B. Discuss syllabus and major objectives
- 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
- D. Practice a professional job interview
- E. Evening of Excellence Essay

IV. HISTORY AND FOUNDATIONS OF CRIMINAL JUSTICE

- A. Explain that the criminal justice system is not one system, but many interconnected state and federal systems
- B. Compare the Crime Control Model of criminal justice with the Due Process Model
- C. Discuss the costs of crime to society and individuals
- D. Compare and analyze multiple criminological theories and try to explain crime in various contexts
- E. Define criminal law and civil law
- F. Identify and apply constitutional rights of the accused
- G. Explore and understand the various occupations within the Public Services industry
- H. Resume, interview, and job search skills
- I. Discuss environmentally sound practices and sustainability within the industry sector

V. LAW ENFORCEMENT

- A. Describe the development of law enforcement in the U.S.
- B. Identify the various levels of local, state, and federal law enforcement and the roles they play
- C. Describe the daily functions of the police
- D. Recognize the different police units and the tasks they perform
- E. Understand the post 9-11 role of law enforcement in addressing terrorism
- F. Discuss how police officers are recruited and selected
- G. Understand controversial issues such as police corruption, excessive force, and racial profiling

VI. THE COURTS

- A. Discuss the structure of the local, state, and federal court system
- B. Examine the key players in the court system; prosecutors, defense attorneys, and judges
- C. Understand the process by which an offender moves from arrest to trial
- D. Compare the adversarial trial system to the inquisitorial trial system
- E. Discuss the plea bargaining system and its impact on the justice system
- F. Examine the process of sentencing
- G. Discuss the death penalty and recent court decisions affecting its use

VII. CORRECTIONS

- A. Discuss the historical development of the correctional system in the U.S.
- B. Know the different types of correctional facilities including local jails, state prisons, and federal prisons

COURSE OUTLINE

- C. Examine life in prison for inmates including inmate rights
- D. Release from prison and recidivism will be studied
- E. Examine community corrections in the U.S. and study “what works.”

VIII. ADDITIONAL ISSUES IN CRIMINAL JUSTICE

- A. Examine the juvenile justice system and how it differs from the adult system
- B. Discuss possible future crime trends

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.

CTE MODEL CURRICULUM 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.

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.