Criminal Justice I

8702 36 weeks / 140 hours

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Acknowledgments

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Office of Career, Technical, and Adult Education
Virginia Department of Education

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Course Description

Suggested Grade Level: 10 or 11
Students are introduced to law, public safety, corrections, and security practices. Students examine contemporary issues in the criminal justice system and explore crime scene investigation, criminal investigation, court procedures, policing, and juvenile justice. This course provides a foundation for careers as lawyers, as forensics specialists, and as law enforcement and corrections officers.

**Task/Competency List**

- Tasks/competencies designated by plus icons (⊕) in the left-hand column(s) are essential
- Tasks/competencies designated by empty-circle icons (○) are optional
- Tasks/competencies designated by minus icons (⊖) are omitted
- Tasks marked with an asterisk (*) are sensitive.

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<td>Earn the Occupational Safety and Health Administration (OSHA) 10 certification.</td>
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<td>Demonstrate practices that promote health and wellness.</td>
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<td>45</td>
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<td>Describe the elements of the criminal justice system.</td>
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<td>Describe the historical bases of the American criminal justice system.</td>
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Exploring Careers in Criminal Justice
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<td>Research occupations related to criminal justice.</td>
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<td>Identify the personal and professional ethics associated with criminal justice professions.</td>
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**Understanding the Rule of Law**

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<td>Differentiate among criminal, civil, and case law.</td>
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<td>Identify the constitutional rights of persons stopped, detained, and/or placed under arrest.</td>
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<td>Define <em>crime</em>.</td>
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<td>Identify felonies and misdemeanors, including traffic violations.</td>
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<td>Explain how probable cause might be established.</td>
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**Exploring Policing**

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<td>Describe factors an officer must consider when faced with the use of deadly force.</td>
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<td>Describe standards required for the handling and use of deadly weapons.</td>
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<td>Identify high-risk situations an officer may face.</td>
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<td>Explain crime prevention.</td>
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<td>Describe methods for protecting persons.</td>
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**Investigating a Crime Scene**

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<td>Analyze the application of the Fourth Amendment to search and seizure.</td>
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<td>Identify types of evidence associated with various crimes.</td>
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<td>Describe communication skills for the criminal justice professional.</td>
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<td>Describe documenting a crime scene, using photography.</td>
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<td>Describe a systematic search for physical evidence.</td>
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<td>Describe the collection of physical evidence.</td>
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**Exploring the Courts**

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<td>77</td>
<td>☑</td>
<td>Identify the organizational structure and responsibilities of federal, state, and local courts.</td>
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<td>78</td>
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<td>Define <em>bail</em>, <em>arraignment</em>, <em>preliminary hearing</em>, <em>grand jury</em>, <em>indictment</em>, <em>true bill vs. no bill</em>, and <em>trial</em> in a criminal case.</td>
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<td>Describe the roles of the judge, bailiff, prosecuting attorney, defense attorney, victim/witness advocate, and jury.</td>
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<td>Describe professional demeanor in court.</td>
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<td>Describe the sentencing process.</td>
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**Understanding Juvenile Justice**

| 82          |     | Describe the history and the purpose of the juvenile justice system. |
| 83          |     | Describe the scope of authority of the Juvenile and Domestic Relations Court of Virginia. |
| 84          |     | Identify constitutional guarantees affecting juveniles taken into custody. |
| 85          |     | Outline the stages of a typical juvenile case from arrest through adjudication. |
| 86          |     | Describe dispositions available through Juvenile and Domestic Relations Court. |
| 87          |     | Explain procedures for handling juveniles’ records. |

Legend: ☑ Essential  ☐ Non-essential  ☒ Omitted

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**Curriculum Framework**

**Practicing Safety**

**Task Number 39**

**Identify classroom safety rules and procedures.**

**Definition**

Identification should include
- refraining from rough or noisy behavior
- reflecting school safety pledge/code/requirements
- adhering to school rules and regulations
- passing a safety test.

**Process/Skill Questions**

- Why is orderliness important to criminal justice professionals?
- Why is it important to set a positive example for others?
- What personal characteristics can affect education and learning?

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**Task Number 40**

**Identify school safety policies and procedures.**

**Definition**

Identification should include locating and reviewing the school safety/policy handbook and complying with policies and procedures.

**Process/Skill Questions**

- What is the importance of complying with school regulations?
- Why are school policies created, and what are the benefits of abiding by them?
- What are students’ rights and responsibilities, and how are they established?
- What would happen if there were no school rules?

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**Task Number 41**

**Follow general safety procedures.**

**Definition**

Following safety procedures should include

- handling of all weapons and ammunition
- handling of suspected narcotics
- handling of transportation/patrol vehicles (e.g., cars, boats, bicycles, motorcycles, helicopters, planes, prisoner transport vans)
- use of personal protective equipment (PPE) (e.g., gloves, masks, face shields)
• handling of the four methods of pathogen contamination
  o injection
  o ingestion
  o inhalation
  o skin contact
• discussing the responsibility of the student when hearing of potential danger or threats to students or the school.

Process/Skill Questions

• Why is it important to handle weapons according to established standards?
• What are the medical/legal issues involving bloodborne pathogens or infectious diseases?
• What are the medical/legal issues involving the handling of narcotics?
• Why is it important to understand basic safety rules?
• Why should the student go to an adult with his or her concerns as soon as possible?

Task Number 42

Identify equipment safety rules and procedures.

Definition

Identification of safety rules and procedures should be applied to equipment common to criminal justice trades, including, but not limited to, handcuffs, training equipment, and issued equipment.

Process/Skill Questions

• Why is proper use and care of equipment a basic part of an officer’s training?
• What are some possible consequences of improper use and care of equipment?

Task Number 43

Earn the Occupational Safety and Health Administration (OSHA) 10 certification.

Definition

Earning an OSHA 10 card will
• recognize that one has acquired 10 hours of safety instruction
• help teach national standards for personal safety within a lab environment
• validate safety skills to the industry
• help workers become more safety conscious and responsible.

Process/Skill Questions

• What are the benefits of earning the OSHA 10 card?
• What is OSHA, and how are its standards validated?
• Why was OSHA established, and how has it evolved?
• How does the OSHA 10 card help the criminal justice professional?
• What does the acronym OSHA stand for?

Task Number 44

Demonstrate practices that promote health and wellness.

Definition

Demonstration should include

• methods for preventing common injuries, such as those caused by slips and falls, improper lifting techniques, improper use of tools or equipment, overexertion, and fatigue
• maintaining physical fitness and a healthy diet
• stress management
• mental and emotional health awareness.

Process/Skill Questions

• What are the common causes for health issues among criminal justice professionals?
• What are techniques for seeking help for one’s mental and emotional health?
• What resources are available to criminal justice professionals to promote their physical, mental, and emotional health?

Introducing the Criminal Justice System

Task Number 45

Describe the elements of the criminal justice system.

Definition
Description should include the

- elements of the American criminal justice system
- primary purpose of each element
- primary relationship among law enforcement, corrections, and the courts
- purpose of the courts (i.e., to interpret the law and to apply it to cases)
- goals of law enforcement (i.e., to control and to prevent crime)
- roles of corrections (i.e., custody, control, supervision, and security vs. rehabilitation).

Process/Skill Questions

- Why is an understanding of the elements of the criminal justice system a fundamental part of a course of study?
- Why are the goals of law enforcement always the same?
- Why do the goals of each element of the criminal justice system sometimes conflict?

Task Number 46

Explain the role of the criminal justice system within the structure of the federal, state, and local governments.

Definition

Explanation should include describing the

- three branches of the federal government and the responsibilities of each
- law enforcement agencies that operate under the executive branch of the federal government
- branches of the state government and the placement of law enforcement courts and corrections within that structure
- organization of local government and the placement of criminal agencies in that structure
- interrelationships among federal, state, and local criminal justice agencies.

Process/Skill Questions

- Why are the responsibilities of the federal government divided?
- What are the advantages/disadvantages of a police department vs. a sheriff’s office or full-service law enforcement needs?
- Why is it important for the agencies in the three branches of government to extend full cooperation to one another whenever possible?
- What are some criminal justice career possibilities on the federal, the state, and the local levels?
Task Number 47

Describe the historical bases of the American criminal justice system.

Definition

Description should include the

- various changes in punishment/sentencing throughout the history of the criminal justice system
- evolution of police, the courts, and corrections in England
- concept of common law
- concept of mala in se and mala prohibita
- concept of precedent and stare decisis
- influence of Sir Robert Peel on modern policing
- progression of substantive American criminal laws from their bases in common law
- emergence of procedural law (case law) from substantive law.

Process/Skill Questions

- What was a significant event in the history of the criminal justice system? How did that event affect the system?
- What is a situation in which societal pressure changed the criminal justice system in the United States?
- Where do most of the United States’ criminal justice laws come from?

Exploring Careers in Criminal Justice

Task Number 48

Research occupations related to criminal justice.

Definition

Research should include the minimum requirements for employment, duties, and the working conditions, salary, and benefits associated with each assigned entry-level position.

Process/Skill Questions
• What are the benefits and disadvantages associated with criminal justice occupations?
• What similarities and differences in duties and working conditions exist among law enforcement, corrections, and court-related occupations?
• How is technology changing the work environment?
• How is success defined in the field of criminal justice?
• Which occupations require the most formal education?
• What may disqualify an individual from working within the criminal justice system?

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Task Number 49

Identify the personal and professional ethics associated with criminal justice professions.

Definition

Identification should include

• definitions of professional and ethical standards
• reasons why criminal justice professionals must demonstrate high ethical and moral behavior
• an explanation of unethical, illegal, or unprofessional conduct
• a discussion of discretionary enforcement and the possible undesirable results
• the definition of principles that define law enforcement as a profession
• the influence of social media on the application process, as well as on continuing employment.

Process/Skill Questions

• What is an officer’s fundamental duty?
• What are an officer’s key responsibilities?
• What are the principles that define criminal justice as a profession?
• What does the term discretionary mean?
• Why should criminal justice professionals be held to high moral and ethical standards?
• What are potential consequences of poor ethical standards on the part of the police, courts, or corrections?
• How do these ethical standards (or violations of them) influence the individual, the institution, the family, and the community?
• What is the difference between unethical behavior and illegal behavior?

Understanding the Rule of Law
Task Number 50

Differentiate among criminal, civil, and case law.

Definition

Differentiation should include

- **criminal law**
  - status offenses
  - common law and statutory law
  - spirit of the law and letter of the law
  - standard of proof
- **civil law**
  - tort
  - breach of contract
  - standard of proof
- **case law**
  - precedents
  - decisions affecting statutory law.

Process/Skill Questions

- What are the differences between common law and statutory law?
- What influence do the use of the terms *spirit of the law* and *letter of the law* have on public relations?
- What is a precedent and how does it affect and/or clarify statutory law?
- What is the difference between *beyond a reasonable doubt* and *preponderance of evidence*?
- What category of law gives a criminal justice professional his/her authority?
- How does one differentiate between real and personal property?

Task Number 51

Identify the constitutional rights of persons stopped, detained, and/or placed under arrest.

Definition
Identification should include the applicable amendments and case laws, including landmark cases—*Terry v. Ohio* (1968), *Escobedo v. Illinois* (1964), and *Miranda v. Arizona* (1966)—and the exclusionary rule as it pertains to confessions.

**Process/Skill Questions**

- What effect does the requirement of police to notify suspects of rights have on the number of crimes solved?
- Why should police be required to ensure that suspects are aware of their constitutional rights before questioning (*Mirandizing*)?
- Why is *Escobedo v. Illinois* important for a defendant during interrogation?
- What is a *Terry stop*?
- What are the Miranda triggers and how do they dictate when one must be read their rights?

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**Task Number 52**

**Define crime.**

**Definition**

Definition should include the following elements of crime:

- *Actus reus*—conduct or criminal act, and concurrence
- Action and the omission of an action (negligence)
- *Mens rea*—criminal intent (the criminal mind)
- *Intent*—general, specific, implied, and transferred
- Strict liability offenses

**Process/Skill Questions**

- When there is an omission of an action, what type of crime can occur?
- How can intent be transferred?

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**Task Number 53**

**Identify felonies and misdemeanors, including traffic violations.**
Definition

Identification should include

- the legal definitions of *felony* and *misdemeanor*
- the classes of felonies and misdemeanors
- violations according to the Code of Virginia
- location of a code by definition and by code number.

Process/Skill Questions

- What are examples of felonies? How is each example punishable, and what class of felony is it?
- What are examples of misdemeanors? How is each example punishable, and to what class of misdemeanor does it belong?
- How many classes of felonies and of misdemeanors are there? Which class is most serious?
- Who is responsible for interpreting the Code of Virginia?
- What consequences may arise from citing a crime by the wrong code number?
- Why is it important to check the subsections and exemptions of the code?
- How would one go about locating a particular crime in the online Code of Virginia?

Task Number 54

Identify crimes against persons and crimes against property.

Definition

Identification of crimes should include

- differentiation between crimes against persons and crimes against property, using the Uniform Crime Report
- examples and elements of each
- felony and misdemeanor crimes.

Process/Skill Questions

- What is a crime against nature?
- What constitutes animal cruelty?
- What are the main categories of crimes against persons and crimes against property?
- What are the differences between crimes against persons and crimes against property?
Task Number 55

Explain how probable cause might be established.

Definition

Explanation should include

- definition of probable cause and description of probable cause in lay terms
  - the ways probable cause is established, including for arrest
  - the relationship between probable cause and obtaining search warrants
  - the relationship between probable cause and searching without a warrant
  - the placement of probable cause on a continuum of proof
- explanation of reasonable suspicion and how it differs from or leads to probable cause
- the exclusionary rule and reasons for it
- the potential consequences of an illegal search
- the safeguards to unreasonable searches and seizure under the Fourth Amendment and related U.S. Supreme Court rulings (e.g., Terry v. Ohio)
- completing an affidavit for an arrest warrant
- the five areas the courts examine to judge the reasonableness of an officer’s conclusions of probable cause for arrest
  - the officer’s observation
  - other sources of information
  - patterns of criminal behavior
  - the officer’s training, experience, and influences
  - investigative deductions made by the officer.

Process/Skill Questions

- What is the exclusionary rule?
- What are the consequences of an illegal search?
- What are some methods for establishing probable cause?
- How does the establishment of probable cause affect subsequent prosecution?
- What is the role of hearsay information in establishing probable cause?
- What is the difference between probable cause and reasonable suspicion?

Task Number 56

Explain rules of evidence.

Definition
Explanation should include

- definition of evidence, material evidence, chain of evidence, and rules of evidence
- importance of maintaining the chain of evidence from the point of seizure through trial
- the collection, tagging, preservation, and transportation of evidence
- reasons for excluding evidence at a trial
- the meaning of hearsay evidence and its admissibility at a trial.

Process/Skill Questions

- What is the exclusionary rule?
- What is hearsay evidence?
- What does chain of evidence mean?
- What are the consequences of not correctly preserving and maintaining the chain of evidence?

Exploring Policing

Task Number 57

Describe appropriate use of force in criminal justice.

Definition

Description should include

- the use-of-force continuum (the six escalating levels of response available to the police officer, beginning with officer presence and continuing through verbal commands, control restraint, chemical agents, temporary incapacitation, and deadly force)
- the citizen actions that precipitate the escalating levels of police response, to include cooperative, passive resistance, active resistance, active assultive, and deadly threat
- threat perception
- the legal meaning of self-defense
- the legal relationship between the fear of bodily harm and the use of deadly force (See the Code of Virginia for specifics about the use of deadly force)
- the tests under the law that justify the use of deadly force to defend another person
- the conditions under which an officer may use less-than-lethal force to control a situation or effect an arrest
- the conditions under which an officer may use deadly force to prevent a serious felony
- a comparison of the right of police and other protective services officers to use deadly force with a citizen’s right to defend himself or herself
- a discussion of administrative review of all use-of-force incidents
Process/Skill Questions

- What are the legal ramifications involved in the use of any force?
- What are the personal ramifications for the officer who uses any force?
- What is the difference between a citizen review board and an administrative review board?
- What are considered deadly weapons?
- Why is handcuffing considered use of force?

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Task Number 58

Describe factors an officer must consider when faced with the use of deadly force.

Definition

Description of factors should include

- ability, opportunity, imminent danger, and preclusion
- the six escalating levels of response available to the police officer (i.e., officer presence, verbal commands, control restraint, chemical agents, temporary incapacitation, and deadly force)
- the reasonable belief that a violator has both the ability and the opportunity to cause great bodily harm, or even to kill
- timing and control–making decisions quickly and taking action
- a review of *Tennessee v. Garner*.

Process/Skill Questions

- What are the four questions a police officer must affirm before using deadly force?
- What criteria might an officer use to choose a level of appropriate response?
- What is imminent danger?

---

Task Number 59

Describe standards required for the handling and use of deadly weapons.

Definition
Description should include

- definition of the term *deadly weapons*—any item which could cause death
- nomenclature of each part of a standard revolver, a semi-automatic handgun, and a pump shotgun
- standard procedures for unloading and loading weapons
- standard procedures for cleaning, storing, and transporting weapons
- principles of good marksmanship in the use of firearms
- qualification requirements for marksmanship in the use of both handguns and shotguns
- the difference between the standards of daylight and night-fire qualification.

Process/Skill Questions

- Why is it important for an officer to know the standards for handling a deadly weapon?
- Why should an officer review these standards often?

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**Task Number 60**

**Identify the initial responsibilities of officers responding to emergencies.**

**Definition**

Identification should include

- following pre-scene arrival procedures
- assessing signs of dangerous or hazardous situations at the scene of an accident
- rescuing and caring for the injured
- using emergency evacuation procedures, if necessary
- protecting evidence at the scene of an accident
- initiating interview of witnesses at the scene.

**Process/Skill Questions**

- What are examples of major incidents and emergencies in which an officer may be the first responder?
- What is an officer’s first priority at a major accident or natural disaster?
- What are signs that identify dangerous or hazardous situations at a scene?
- What are emergency evacuation procedures?
Task Number 61

Describe the purposes of traffic regulations.

Definition

Description should include purposes and objectives such as

- regulation of traffic
- reduction of accidents
- promotion of voluntary compliance.

Process/Skill Questions

- Why is it important to enforce traffic laws?
- What technological innovations might advance the purposes and goals of traffic regulations?
- What would be the consequences of not enforcing traffic laws?

Task Number 62

Describe the officer’s roles in the enforcement of traffic laws and the investigation of traffic violations.

Definition

Description should include

- commitment to public safety and officer safety
- discretion used in traffic enforcement (e.g., warning, summons, arrest)
- display of proper attitude when making a traffic stop
- consideration of weather conditions.

Process/Skill Questions

- How does a commitment to public safety relate to an officer’s role in traffic enforcement?
- What information does an officer look for when stopping a vehicle for a violation or suspected violation?
- What hazards does an officer face when approaching a vehicle stopped for a traffic citation?
Task Number 63

Describe techniques for vehicle stops.

Definition

Description should include

- the three types of vehicle stops: traffic, investigative, and high-risk (i.e., felony)
- safety precautions related to vehicle stops
- the importance of radio and written communication during vehicle stops
- procedures for stopping a vehicle
- maintenance of courteous authority by the officer during vehicle stops
- the general principles of felony stops.

Process/Skill Questions

- Why is a citizen’s perception of law enforcement often based on an officer’s behavior during a traffic stop?
- What are the three types of vehicle stops?
- What safety precautions should be taken by the officer during a vehicle stop?
- Whose safety is an officer responsible for during any vehicle stop?

Task Number 64

Identify high-risk situations an officer may face.

Definition

Identification should include

- potential high-risk situations (e.g., crimes in progress, alarms, domestic disputes, disasters, and ambush)
- factors for officer survival (e.g., positive attitude, anticipation of danger, plan of action, good physical condition, maintenance of equipment)
- importance of effective initial response
- procedures for handling various high-risk situations.

Process/Skill Questions
• What are examples of crimes in progress that are inherently dangerous?
• What is the importance of mental preparation and preplanning in handling high-risk situations?
• What are the current statistics on officer injuries and the ways they acquire those injuries?
• How and when do most assaults against law enforcement occur?
• What are some pre-assaultive indicators?

Task Number 65

Explain crime prevention.

Definition

Explanation should include

• defining crime prevention, anticipation, recognition, appraisal, and action
• differentiating between the active and reactive roles of the police in crime prevention
• discussing desired results of anticipating crime through crime analysis
• defining the reasons for not reporting some crimes
• implementing a plan of action for crime prevention by cooperation with the community
• implementing a plan to reduce the opportunity and risks for a crime to be committed
• defining the crime triangle—desire, ability, and opportunity
• describing crime prevention through environmental design (CPTED) and CPTED methods.

Process/Skill Questions

• What is the importance of proactive policing?
• Why are the three factors in the crime triangle important to crime prevention?
• How can the community aid police in preventing crime?
• What methods of crime prevention are used in area businesses?
• What are the typical job descriptions of loss prevention officers and security officers?
• Why is CPTED becoming an accepted method for crime prevention?
• What are legal methods for deterring shoplifters?

Task Number 66

Describe methods for protecting persons.

Definition
Description should include

- educating citizens to use legal and common-sense methods
- suggesting safe methods for traveling at night, both on foot and by car, in a city or in a rural area
- suggesting methods to discourage attack or for citizens to defend themselves
- teaching citizens how to avoid becoming a victim of a cyber crime
- teaching younger children how to protect themselves from attack by adults
- teaching methods for summoning emergency police assistance in various situations and environments
- discussing laws pertaining to use of deadly force by private citizens.

Process/Skill Questions

- What are the common self-defense techniques taught to children?
- Why must a private citizen be aware of his or her rights and liabilities in defending himself or herself from attack?
- How might a citizen precipitate a crime being committed against them (e.g., leaving keys in vehicle, escalating a dispute)?
- What is phishing?
- What is spyware?
- What are some scams criminals use to victimize citizens?

Task Number 67

Describe community policing.

Definition

Description should include

- the benefits of community policing
- an understanding of various models (e.g., Scan, Assess, Respond, and Analyze [SARA])
- the partnership between police and citizens
- the methods of patrol that encourage community policing
- the history and philosophy of community policing.

Process/Skill Questions

- What can a citizen do to improve community policing practices?
- What is the broken windows theory?
- What is the SARA model?
- What are the advantages to community policing compared to traditional types of patrol?
Investigating a Crime Scene

Task Number 68

Analyze the application of the Fourth Amendment to search and seizure.

Definition

Analysis should include

- the differences between the plain view doctrine and the expectation of privacy
- exigent circumstances.

Process/Skill Questions

- When is a search warrant needed?
- What is a verbal consent to search?
- What is third-party consent?
- What is abandoned property?
- What is the exclusionary rule?

Task Number 69

Identify types of evidence associated with various crimes.

Definition

Identification should include Locard’s exchange principle and the following crimes and their associated evidence:

- Murder—weapon, body fluids, skin under nails, deoxyribonucleic acid (DNA), indications of struggle, spatter patterns
- Rape—body fluids and hairs, fibers, other trace evidence, signs of struggle (bruising)
- Robbery—weapon, fingerprints, surveillance records, witnesses
- Assault—physical injury (severity, degree), witnesses, weapon
- Burglary—point of entry/exit, criminal intent, items left by the suspect, items taken by the suspect
- Larceny—value of loss, serial numbers, determine property owner of motor vehicle
- Theft—value of loss, determine vehicle owner
Process/Skill Questions

- What makes evidence unique?
- What is the difference between class evidence and individual evidence?
- What is Locard’s exchange principle and its significance?
- What is elimination evidence?
- What is the disadvantage to using eyewitness testimony?

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Task Number 70

Describe communication skills for the criminal justice professional.

Definition

Description should include communication techniques for interviewing

- victims
- witnesses
- suspects
- children
- first responders.

Process/Skill Questions

- What questions would an officer ask a victim, witness, or first responder at a crime scene?
- What are the consequences of returning a suspect to a crime scene?
- What are the consequences of asking leading questions?
- How can one jog the memory of a witness?
- When and where should witnesses be interviewed?
- What can nonverbal communication of a suspect, witness, or victim convey?

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Task Number 71

Describe the investigating officer’s tasks when working on criminal cases.
Definition

Description should include

- crime scene security and other priorities
- crime scene notes and sketches
- crime scene processing (fingerprint processing and identification as well as collecting other types of forensic evidence)
- interviews of witnesses and potential suspects
- search for different types of physical evidence
- collection and preservation of evidence.

Process/Skill Questions

- What factors should be considered when investigating different crimes, such as rape, homicide, robbery, burglary, and abduction?
- What information can an officer obtain from observing the scene of a crime?

Task Number 72

Describe documenting a crime scene, using photography.

Definition

Description should include systematic documentation, such as overall, mid-range, and close-up photographs.

Process/Skill Questions

- Why is photography an important part of documenting a crime scene?
- What are the differences between overall, mid-range, and close-up photographs?
- What is the importance of the use of scale in photographic close-ups?

Task Number 73

Describe documenting a crime scene, using a sketch.

Definition

Documentation should include using
• baseline (rectangulation) techniques
• triangulation
• coordinate
• new or emerging technologies.

Process/Skill Questions

• Why is a detailed sketch important to crime scene documentation?
• What is added to the final crime scene sketch before it is ready for presentation in court (e.g., key, legend)?
• What are the advantages and disadvantages of drawing to scale?
• What are the basic requirements for a diagram? What are the effects of technology on crime scene sketching?

Task Number 74

Describe documenting a crime scene, using notes.

Definition

Documentation should include the use of the following interrogatives:

• Who
• What
• When
• Where
• Why
• How

Process/Skill Questions

• Why are detailed field notes important?
• Why are field notes crucial in record keeping?
• Why would an officer bring field notes to court?
• Who is responsible for keeping accurate field notes?
• When does note-taking begin?
• What is the importance of proper spelling and grammar in field notes?

Task Number 75
Describe a systematic search for physical evidence.

Definition

Description should include using search techniques appropriate to the crime scene, such as

- spiral (start from center and spiral outward, or opposite)
- grid (create a grid and search one cell at a time)
- straight line (shoulder-to-shoulder responsibility)

and identifying specialized search tools, such as

- K-9
- helicopter
- boat, divers
- volunteers
- emerging technology.

Process/Skill Questions

- What are some of the standardized search methods used in a crime scene?
- Why is it important to know alternative methods of searching?
- Why is it important to conduct a methodical, detailed search of the scene?

Task Number 76

Describe the collection of physical evidence.

Definition

Description should include

- documenting the evidence (e.g., photography, placement in diagram, notes)
- acquiring an appropriate sample or quantity
- acquiring a control sample
- preserving the evidence (i.e., using appropriate materials based on type of evidence)
- packaging the evidence (i.e., marking with case number, date, time, item number, location, initials)
- establishing and preserving the chain of evidence.

Process/Skill Questions
• Who is responsible for establishing the chain of custody?
• Why is documentation of evidence important when collecting evidence?
• What are some things an officer must consider when deciding the proper packaging of evidence?

Exploring the Courts

Task Number 77

Identify the organizational structure and responsibilities of federal, state, and local courts.

Definition

Identification should include

- the definition of courts of original jurisdiction, courts of limited jurisdiction, and appellate courts
- the structure of courts at each level of government in Virginia
- the primary responsibilities of each court
- examples of cases that are heard at separate levels of the system of appeals.

Process/Skill Questions

- Why is there a need for both a state court system and federal court system?
- What is the function of the appellate courts in the court system? What do they ensure?
- What was the purpose for the development of the Virginia Court of Appeals?
- When is a case heard in General District Court, Circuit Court, or U.S. District Court?
- What cases does a state supreme court hear?
- What is the process before a case is heard by the U.S. Supreme Court?
- How do judges become judges?
- When is a case heard in administrative court?

Task Number 78

Define bail, arraignment, preliminary hearing, grand jury, indictment, true bill vs. no bill, and trial in a criminal case.

Definition
Definitions should include the

- purpose of bail and the types of bail available
- procedure of arraignment
- purpose and procedures of a preliminary hearing
- role of the grand jury in a criminal case and the decisions handed down (i.e., true bill and no bill)
- purpose and procedures of trial.

Process/Skill Questions

- What is decided in a preliminary hearing for a criminal case?
- How is a grand jury selected?
- What is the difference between a jury trial and a bench trial?

Task Number 79

Describe the roles of the judge, bailiff, prosecuting attorney, defense attorney, victim/witness advocate, and jury.

Definition

Description of the roles should include the

- judge’s duties at each level of the court system
- bailiff’s duties in court
- responsibilities of the prosecuting attorney (commonwealth's attorney)
- right to counsel (Gideon v. Wainwright) and the responsibilities of defense attorney
- role of the victim/witness advocate
- role and use of plea bargaining in the legal process
- duties of civil, criminal, and grand juries
- responsibilities of an impartial jury.

Process/Skill Questions

- Who is the chief decision-maker in the courtroom on the rules of criminal procedures?
- What is meant when we say that the court system is an adversarial system?
- What does it mean to be tried by an impartial jury?
- What are the different types of defense attorneys, and what are the advantages/disadvantages of each?
Task Number 80

Describe professional demeanor in court.

Definition

Description should include the

- standards for appearance and dress for officers testifying in court
- language factors that influence the image of the police officer on the stand
- importance of body language
- preparation for court appearance.

Process/Skill Questions

- Why is it important to be professional on the witness stand?
- How should a criminal justice professional prepare for a court appearance?

Task Number 81

Describe the sentencing process.

Definition

Description should include

- the probation officer’s role in the pre-sentence investigation
- the judge’s discretion in sentencing and statutory mandates
- types of sentencing (i.e., withhold findings, suspended sentence, incarceration, and community service)
- concurrent sentence vs. consecutive sentence
- the goals of sentencing (e.g., retribution, rehabilitation, incapacitation, deterrence, restoration)
- capital crimes and the death penalty.

Process/Skill Questions

- What are the advantages and disadvantages in the use of the death penalty for capital crimes?
- What are some of the correctional strategies used to meet the various sentencing goals?
- What is the purpose of establishing sentencing guidelines?
- What crimes constitute capital punishment in Virginia?
• What are the types of sentences offered in Virginia?

Understanding Juvenile Justice

Task Number 82

Describe the history and the purpose of the juvenile justice system.

Definition

Description should include

• the origins of the U.S. juvenile justice system
• examples of status offenses (e.g., truancy, runaway, underage alcohol possession/consumption)
• the different categories of need within the juvenile justice system (e.g., child in need of services [CHINS] petition, abused/neglected child)
• the differences between the adult and the juvenile courts system.

Process/Skill Questions

• What are the differences between an adult criminal proceeding and a juvenile proceeding?
• Why is there a separate system for juveniles?
• When was the juvenile court system created?
• How has the juvenile justice system evolved into what it is today?
• What are the different agencies that respond to and help juveniles in need of services?

Task Number 83

Describe the scope of authority of the Juvenile and Domestic Relations Court of Virginia.

Definition

Description should include

• definition of juvenile
• classifications of juveniles who fall under the juvenile court system
the qualifications for adjudication as a juvenile and for trial as an adult (certification hearing)
alternatives to disposition available to judges.

Process/Skill Questions

- What is the purpose of juvenile diversion programs?
- Why do judges have so much authority in dealing with juveniles?
- How does a judge determine a disposition for a particular juvenile?
- What effect does certification to adult court have on a juvenile?

Task Number 84

Identify constitutional guarantees affecting juveniles taken into custody.

Definition

Identification should include

- case law that relates to juveniles taken into custody (in re Gault)
- definition of parens patriae
- the due process rights of adults vs. those of juveniles
- the benefits of adversarial, formal trials as well as the informal hearings of juveniles as they relate to the constitutional rights of the defendant.

Process/Skill Questions

- Why do juveniles and adults have different due process rights?
- How do due process rights of juveniles and adults differ?
- What landmark Supreme Court cases have had an influence on the concept of parens patriae?
- What rights do juveniles have in a custodial setting?
- How does the concept of parens patriae still exist today?

Task Number 85

Outline the stages of a typical juvenile case from arrest through adjudication.
Definition

Outline should include the

- types of arrest (i.e., petition, detention order)
- roles of the juvenile intake officer and the probation officer
- purpose and possible results of an intake interview
- details of a detention hearing and/or transfer hearing
- facilities operated by the Department of Corrections for juvenile offenders.

Teacher resource: Virginia Rules, Office of the Virginia Attorney General

Process/Skill Questions

- When is it necessary for an officer to obtain a warrant instead of a petition for a juvenile?
- What discretionary decisions can police officers make with regard to juveniles?
- What are the roles of the intake officer and probation officer in a juvenile’s arrest?
- Who can file a petition against a juvenile?

Task Number 86

Describe dispositions available through Juvenile and Domestic Relations Court.

Definition

Description should include

- foster care
- shelter care
- group home
- detention center
- learning center
- jail
- community service
- house arrest or electronic monitoring
- finding of not innocent
- probation.

Process/Skill Questions

- Why are there so many alternatives for the disposition of juvenile cases?
- What is the difference between a group home and a detention center?
• Why is community service seen as a viable alternative to jail time?
• How do juvenile correctional facilities differ from those of adults?
• What is the purpose of the juvenile court as compared to adult court?

**Task Number 87**

**Explain procedures for handling juveniles’ records.**

**Definition**

Explanation should include

• restrictions on all documentation pertaining to the juvenile, including fingerprinting and photographing
• Virginia's requirements for filing juvenile records
• expunging and sealing of juvenile court records for employment or court actions.

**Process/Skill Questions**

• What influence does a juvenile record have on future employment in the field of criminal justice?
• When and why are juvenile records sealed?
• What is the process for expunging and sealing juvenile records?
• What are the consequences of a juvenile record for any individual?

**SOL Correlation by Task**

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<td>45</td>
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History and Social Science:

VUS.5
|   | Explain the role of the criminal justice system within the structure of the federal, state, and local governments. | English: 10.5, 11.5  
History and Social Science: GOVT.5, GOVT.6, GOVT.8, VUS.5 |
|---|---|---|
| 47 | Describe the historical bases of the American criminal justice system. | English: 10.5, 11.5  
History and Social Science: GOVT.2, VUS.5 |
|   | Research occupations related to criminal justice. | English: 10.8, 11.8 |
| 49 | Identify the personal and professional ethics associated with criminal justice professions. | English: 10.3, 10.5, 11.3, 11.5 |
|   | Differentiate among criminal, civil, and case law. | English: 10.5, 11.5  
History and Social Science: GOVT.2, WHII.5 |
| 51 | Identify the constitutional rights of persons stopped, detained, and/or placed under arrest. | English: 10.5, 11.5  
History and Social Science: GOVT.11 |
<p>|   | Define crime. | English: 10.5, 11.5 |
| 53 | Identify felonies and misdemeanors, including traffic violations. | English: 10.5, 11.5 |
| 54 | Identify crimes against persons and crimes against property. | English: 10.5, 11.5 |
| 55 | Explain how probable cause might be established. | English: 10.3, 10.5, 11.3, 11.5 |
| 57 | Describe appropriate use of force in criminal justice. | English: 10.5, 11.5 |
| 58 | Describe factors an officer must consider when faced with the use of deadly force. | English: 10.5, 11.5 |
| 59 | Describe standards required for the handling and use of deadly weapons. | English: 10.3, 10.5, 11.3, 11.5 |
| 60 | Identify the initial responsibilities of officers responding to emergencies. | English: 10.5, 11.5 |
| 61 | Describe the purposes of traffic regulations. | English: 10.5, 11.5 |
| 62 | Describe the officer’s roles in the enforcement of traffic laws and the investigation of traffic violations. | English: 10.5, 11.5 |
| 63 | Describe techniques for vehicle stops. | English: 10.5, 11.5 |
| 64 | Identify high-risk situations an officer may face. | English: 10.5, 11.5 |
| 65 | Explain crime prevention. | English: 10.3, 10.5, 11.3, 11.5 |</p>
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SkillsUSA Information

SkillsUSA, the co-curricular student organization for Trade and Industrial Education, provides many opportunities through its program for students to apply the knowledge, skills, and processes learned in a variety of courses. For additional information about the student organization, see the national SkillsUSA website at https://www.skillsusa.org/ and the Virginia SkillsUSA website at https://skillsusava.org/.

Transportation Career Modules

The following transportation career modules were correlated to this course in March 2012 as part of Careers in Transportation Curriculum Project funded by the US Department of Transportation. Modules include field-tested activities and lesson plans that require students to apply knowledge and skills learned in this course and may encourage students to explore related careers in the Transportation, Distribution, and Logistics Career Cluster.

Click on the link to access the Careers in Transportation Curriculum Project site and scroll down to search for modules by ID number and title.

Related Career Module(s):

- ID#: HSEM626-103 Title: Transportation and Emergencies for High School

Customer Service Infusion Units

Customer Service Infusion Units (CSIU) were designed to be infused with designated CTE courses to help students in those programs achieve additional, focused, validated tasks/competencies in customer service. These units are not mandatory, and, as such, the tasks/competencies are marked as "optional," to be taught at the instructor's discretion. Teachers can find the infusion/unit in the course listing.

Teaching Resources

Virginia Rules, https://virginiarules.org/, offered by the Virginia Office of the Attorney General, is designed to educate young Virginians about Virginia laws and help them develop skills needed to make sound decisions, to avoid breaking laws, and to become active citizens of their schools and communities. Some Virginia schools have used the curriculum in their criminal justice career programs. Virginia Rules features 22 SOL-correlated lessons designed for middle and high school students. Instructors can download lessons with student worksheets, student topical
handouts, and supplemental materials such as videos and exercises. The site features a wealth of supporting information from a glossary to supporting Code of Virginia links, and includes an instructor portal with additional features for teachers.

For more information or to request support, contact Mark Fero at mfero@oag.state.va.us.

Entrepreneurship Infusion Units

Entrepreneurship Infusion Units may be used to help students achieve additional, focused competencies and enhance the validated tasks/competencies related to identifying and starting a new business venture. Because the unit is a complement to certain designated courses and is not mandatory, all tasks/competencies are marked “optional.” Teachers can find the infusion/unit in the course listing.
Appendix: Credentials, Course Sequences, and Career Cluster Information

Industry Credentials: Only apply to 36-week courses

- Certified Emergency Telecommunicator Examination
- College and Work Readiness Assessment (CWRA+)
- Criminal Justice Advanced Assessment
- Criminal Justice and CSI Examination
- Criminal Justice Assessment
- Customer Service Examination
- Customer Service Specialist (CSS) Examination
- Legal Services Assessment
- National Career Readiness Certificate Assessment
- Professional Communications Certification Examination
- Security and Protective Services Assessment
- Workplace Readiness Skills for the Commonwealth Examination

Concentration sequences: A combination of this course and those below, equivalent to two 36-week courses, is a concentration sequence. Students wishing to complete a specialization may take additional courses based on their career pathways. A program completer is a student who has met the requirements for a CTE concentration sequence and all other requirements for high school graduation or an approved alternative education program.

- Criminal Justice II (8703/36 weeks, 280 hours)
- Emergency Medical Telecommunications (8337/36 weeks)
- Forensic Technology (8409/36 weeks)

Career Cluster: Law, Public Safety, Corrections and Security

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<td>Hazardous Materials Removal Worker</td>
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