# Criminal Justice II

8703 36 weeks / 280 hours

## Table of Contents

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Acknowledgments</td>
<td>1</td>
</tr>
<tr>
<td>Course Description</td>
<td>2</td>
</tr>
<tr>
<td>Task Essentials List</td>
<td>3</td>
</tr>
<tr>
<td>Curriculum Framework</td>
<td>6</td>
</tr>
<tr>
<td>Practicing Safety</td>
<td>6</td>
</tr>
<tr>
<td>Preparing for a Career in Criminal Justice</td>
<td>9</td>
</tr>
<tr>
<td>Understanding the Rule of Law</td>
<td>12</td>
</tr>
<tr>
<td>Exploring Policing</td>
<td>16</td>
</tr>
<tr>
<td>Investigating a Crime Scene</td>
<td>21</td>
</tr>
<tr>
<td>Exploring Corrections</td>
<td>24</td>
</tr>
<tr>
<td>Applying Criminal Justice Communication Skills</td>
<td>27</td>
</tr>
<tr>
<td>Exploring Crisis Intervention</td>
<td>29</td>
</tr>
<tr>
<td>Exploring the Terror Threat</td>
<td>31</td>
</tr>
<tr>
<td>SOL Correlation by Task</td>
<td>33</td>
</tr>
<tr>
<td>SkillsUSA Information</td>
<td>35</td>
</tr>
<tr>
<td>Transportation Career Modules</td>
<td>36</td>
</tr>
<tr>
<td>Customer Service Infusion Units</td>
<td>36</td>
</tr>
<tr>
<td>Teaching Resources</td>
<td>36</td>
</tr>
<tr>
<td>Entrepreneurship Infusion Units</td>
<td>36</td>
</tr>
<tr>
<td>Appendix: Credentials, Course Sequences, and Career Cluster Information</td>
<td>38</td>
</tr>
</tbody>
</table>

## Acknowledgments

The components of this instructional framework were developed by the following curriculum development panelists:

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Course Description

Suggested Grade Level: 11 or 12
Prerequisites: 8702

Students apply knowledge learned in Criminal Justice I through practical scenarios involving crime scene investigation, criminal investigation, and crisis intervention. Students explore trends
in in correctional standards and in identifying and preventing terror threats. This course prepares students for careers as lawyers, forensics specialists, and law enforcement and corrections officers.

Task Essentials 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.

<table>
<thead>
<tr>
<th>Task Number</th>
<th>Tasks/Competencies</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>8703</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Practicing Safety</strong></td>
<td></td>
</tr>
<tr>
<td>39</td>
<td>+ Identify classroom safety rules and procedures.</td>
</tr>
<tr>
<td>40</td>
<td>+ Identify school safety policies and procedures.</td>
</tr>
<tr>
<td>41</td>
<td>+ Follow general safety procedures.</td>
</tr>
<tr>
<td>42</td>
<td>+ Identify equipment safety rules and procedures.</td>
</tr>
<tr>
<td>43</td>
<td>+ Review practices that promote health and wellness.</td>
</tr>
<tr>
<td><strong>Preparing for a Career in Criminal Justice</strong></td>
<td></td>
</tr>
<tr>
<td>44</td>
<td>+ Identify employment requirements for various occupations in the criminal justice field.</td>
</tr>
<tr>
<td>45</td>
<td>+ Explain constitutional limits and guarantees upon the performance of duties by criminal justice professionals.</td>
</tr>
<tr>
<td>46</td>
<td>+ Explain how criminal justice personnel can protect themselves from civil liability.</td>
</tr>
<tr>
<td>47</td>
<td>+ Explain the significance of social media as it relates to one’s chosen profession.</td>
</tr>
<tr>
<td>48</td>
<td>○ Research criminal justice trade literature.</td>
</tr>
<tr>
<td>Task Number</td>
<td>8703</td>
</tr>
<tr>
<td>-------------</td>
<td>------</td>
</tr>
<tr>
<td><strong>Understanding the Rule of Law</strong></td>
<td></td>
</tr>
<tr>
<td>49</td>
<td>+</td>
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<tr>
<td>50</td>
<td>+</td>
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<td>+</td>
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<td><strong>Exploring Policing</strong></td>
<td></td>
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<td>56</td>
<td>+</td>
</tr>
<tr>
<td>57</td>
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<td>61</td>
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<td>62</td>
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</tr>
<tr>
<td>63</td>
<td>+</td>
</tr>
<tr>
<td>Task Number</td>
<td>8703</td>
</tr>
<tr>
<td>-------------</td>
<td>------</td>
</tr>
<tr>
<td>64</td>
<td></td>
</tr>
</tbody>
</table>

**Investigating a Crime Scene**

<table>
<thead>
<tr>
<th>Task Number</th>
<th>65</th>
<th>Tasks/Competencies</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Document a crime scene, using photography.</td>
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<tr>
<td></td>
<td></td>
<td>Diagram a crime scene, using a sketch.</td>
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<td></td>
<td></td>
<td>Document a crime scene, using notes.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Perform a systematic search for physical evidence.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Collect physical evidence.</td>
</tr>
</tbody>
</table>

**Exploring Corrections**

<table>
<thead>
<tr>
<th>Task Number</th>
<th>70</th>
<th>Tasks/Competencies</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Describe the history of corrections in the United States.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Describe procedures for the safe transport of prisoners.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Outline procedures for booking a prisoner into a jail or lockup.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Explain the concept of prisoner rights and their effect on the treatment of inmates.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Identify minimum standards for local jails and lockups.</td>
</tr>
</tbody>
</table>

**Applying Criminal Justice Communication Skills**

<table>
<thead>
<tr>
<th>Task Number</th>
<th>75</th>
<th>Tasks/Competencies</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Describe the importance of good communication skills to the success of a criminal justice professional.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Identify types of information available through state and national crime information/communication systems.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Identify community resources/agencies to which citizens can be referred.</td>
</tr>
</tbody>
</table>

**Exploring Crisis Intervention**
<table>
<thead>
<tr>
<th>Task Number</th>
<th>Tasks/Competencies</th>
</tr>
</thead>
<tbody>
<tr>
<td>78</td>
<td>Identify crisis situations.</td>
</tr>
<tr>
<td>79</td>
<td>Describe procedures for responding to crisis situations</td>
</tr>
<tr>
<td>80</td>
<td>Describe threat assessment techniques.</td>
</tr>
<tr>
<td>81</td>
<td>Recognize signs of distress in criminal justice professionals.</td>
</tr>
</tbody>
</table>

Exploring the Terror Threat

<table>
<thead>
<tr>
<th>Task Number</th>
<th>Tasks/Competencies</th>
</tr>
</thead>
<tbody>
<tr>
<td>82</td>
<td>Describe the history of terrorism.</td>
</tr>
<tr>
<td>83</td>
<td>Distinguish between international and domestic terrorism.</td>
</tr>
<tr>
<td>84</td>
<td>Describe safety precautions for first responders to mass-casualty incidents.</td>
</tr>
<tr>
<td>85</td>
<td>Describe the roles of incident command.</td>
</tr>
</tbody>
</table>

Legend: ★Essential ○Non-essential ☹Omitted

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?

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?

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, and prisoner transport vans)
• using personal protective equipment (PPE) (e.g., gloves, masks, face shields)
• handling of the four methods of pathogen contamination
  o injection
  o ingestion
- inhalation
- 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?

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**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?

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**Task Number 43**

**Review practices that promote health and wellness.**

**Definition**

Review 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
- methods for 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 law enforcement officers?
- 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?

Preparing for a Career in Criminal Justice

Task Number 44

Identify employment requirements for various occupations in the criminal justice field.

Definition

Identification should include

- eligibility/qualifications (e.g., age, citizenship, education/training, and personal background requirements) for entry-level positions for multiple occupations in the criminal justice field
- description of local department standards of physical fitness for all criminal justice professionals.

Process/Skill Questions

- How may a worker’s age affect career pursuits?
- How does level of education affect entry into a career path?
- What are some additional requirements that may affect entry into a chosen career path?
- How important is a person’s physical fitness when pursuing a career in criminal justice?
- What are examples of automatic disqualifications?

Task Number 45

Explain constitutional limits and guarantees upon the performance of duties by criminal justice professionals.

Definition

Explanation should include
• definition of due process—giving an example of suspension or expulsion
• identification of the guarantees under the First Amendment and examples of how the courts have interpreted these guarantees
• identification of the way police officers must act to prevent violation of an individual’s Fourth Amendment rights
• discussion of the right against self-incrimination, using the cases of Escobedo v. Illinois and Miranda v. Arizona
• identification of the guarantees of the Sixth Amendment and how they can affect police interrogations
• discussion of the way public good may override an individual’s rights
• discussion of the way due process protects a citizen from the use of unreasonable force by an officer.

Process/Skill Questions

• What is due process?
• What is the importance of the Bill of Rights?
• Which amendments are applicable in criminal justice?
• What are the rights of the individual under the First Amendment?
• What are the rights of the individual under the Fourth Amendment?
• What are the rights of the individual under the Fifth Amendment?
• What are the rights of the individual under the Sixth Amendment?
• What are the main themes in the cases of Escobedo v. Illinois and Miranda v. Arizona?

Task Number 46

Explain how criminal justice personnel can protect themselves from civil liability.

Definition

Explanation should include

• the concept of the vicarious (third-party) liability
• the concept of acting in good faith
• risk management techniques
• how police and corrections officers are governed by civil law
• the agency’s responsibility with regard to civil liability
• the administrative actions a police department may take against an officer who violates policy
• various awards issued by the courts to plaintiffs
• the differences between Section 1983 and tort suits.
Process/Skill Questions

- What amendment guarantees citizens the right to sue government representatives for violating their rights or for causing them injury?
- How does civil law govern police and corrections officers?
- What are two primary defenses to a tort suit?
- What are three types of court rulings for the plaintiff in a civil suit?
- What are punitive damages?
- What is the major difference between Section 1983 and tort suits?
- What is the importance of sovereign immunity?

Task Number 47

**Explain the significance of social media as it relates to one’s chosen profession.**

**Definition**

Explanation should include how

- comments could affect criminal proceedings
- comments on social media sites could result in disciplinary action or criminal proceedings
- comments could result in the appearance of unprofessionalism or impropriety
- there often is no distinction between public and private persona
- past comments or history can affect employment status.

**Process/Skill Questions**

- How can comments made on a social media page be admissible in court proceedings?
- What is the difference between First Amendment rights and social media?
- What is considered social media?
- What are individual rights with regard to social media?

Task Number 48

**Research criminal justice trade literature.**

**Definition**
Research should include reading and reviewing literature pertaining to all aspects of the criminal justice industry.

**Process/Skill Questions**

- What are the benefits of reading trade literature?
- What are the titles of industry resources/periodicals?
- Why is it important to keep up with current events?

**Understanding the Rule of Law**

**Task Number 49**

**Identify crimes associated with narcotics and controlled substances.**

**Definition**

Identification should include

- the connection between drugs and crime
- the connection between prescription drug use and crime
- schedules of controlled substances (including penalties)
- methods of use and transportation
- description of certain drugs by street name, proper name, and their associated effects
- penalties for manufacture, sale, or distribution.

**Process/Skill Questions**

- How does society suffer from drug use?
- What effects do drugs have on crime, directly or indirectly?
- What are some methods of use and transportation of drugs?
- What are possible consequences of drug use?
- What are the different categories of mind-altering substances?
- What are the potential penalties or alternatives for drug convictions?

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**Task Number 50**

**Identify crimes against children.**
Definition

Identification should include, but not be limited to,

- misdemeanors (e.g., contributing to the delinquency of a child, child neglect)
- felonies (e.g., felony neglect, child abuse, sex trafficking, sex crimes, including child pornography, viewing and distributing).

Process/Skill Questions

- What are some misdemeanors relating to children?
- What are some felonies relating to children?
- What crimes are associated with child neglect and endangerment?
- What offenses require one to register on national and state registries (e.g., sex offender registries)?

Task Number 51

Explain the elements of being a mandated reporter.

Definition

Explanation should include

- definition of mandated reporter
- who is required to report
- what incidents require reporting
- the penalties of not reporting.

Teacher resource: Online training for mandated reporters, Virginia Department of Social Services

Process/Skill Questions

- What are the punishments for failure to report?
- Who is required by law to report instances of abuse?
- What resources are available in the identification of abuse?
- Why is it necessary to enforce the mandated reporter law?
- What are the possible consequences when a mandated reporter fails to report?
- How are mandated reporters protected against retaliation from the party that was reported?
Task Number 52

Demonstrate procedures for obtaining and executing a search warrant.

Definition

Demonstration should include

- establishing probable cause
- defining *affidavit* and explaining its purpose as related to search warrants
- explaining when a search warrant should be obtained
- describing the scope of a search warrant
- explaining when the use of force should be used when carrying out a search of a person with a warrant
- describing the implications of conducting a search without a warrant involving persons, premises, and vehicles
- identifying who should receive the warrant (e.g., homeowner)
- describing articles that may be seized as a result of a search with a warrant
- explaining and applying the meaning of *inadvertent discovery*
- explaining the conditions under which persons on the premises named on a warrant may be searched
- completing an affidavit, presenting an affidavit to a magistrate, searching individuals identified on the warrant, searching places or vehicles identified on the warrant, and seizing appropriate items found during a legal search
- court requirements for filing the executed warrant.

Process/Skill Questions

- What are the three things that must be named in an affidavit for a search warrant?
- When may a police officer search a person without a valid warrant?
- Who can issue a warrant?

Task Number 53

Explain conditions under which searches and seizures may be conducted.

Definition

Explanation should include
• the requirements for searching a person
• the scope of a search from incident to arrest
• the circumstances under which premises may be searched without a warrant
• description of property that may be reasonably seized during a search without a warrant
• the situation when a vehicle may be searched without a warrant
• the concept of consent as it pertains to searches
• reasons that searches may be conducted during emergencies or after hot pursuit.

Process/Skill Questions

• What are two emergency conditions in which an officer may search a premise?
• What are three reasons that a vehicle may be searched without a warrant?
• What are four conditions in which a police officer can stop a person in a public place?

Task Number 54

Describe the conditions that distinguish arrest from detention and other police-citizen encounters.

Definition

Description should include

• identification of the different standards of proof, ranging from a mere encounter to beyond a reasonable doubt
• definition of arrest
• rules of misdemeanor arrest, including assault-and-battery and shoplifting
• definition of warrantless arrest
• use of force to affect arrest
• the difference between pat down (stop and frisk) and search
• the conditions under which a person being questioned must be advised of his or her Miranda rights.

Process/Skill Questions

• When does voluntary conversation become an arrest?
• When may force be used during an arrest?
• What is the difference between arrest and detainment?

Task Number 55
Explain the procedure for searches during the course of an arrest.

Definition

Explanation should include the

- types of objects searched for during an arrest (e.g., weapon, evidence, contraband)
- types of personal searches (i.e., cursory, field, and body)
- techniques for searching males
- techniques for searching females
- techniques for standing, kneeling, and prone searches
- principles and procedures for strip searches
- principles and techniques for vehicle searches
- legal guidelines that outline proper procedures from search incident to arrest.

Process/Skill Questions

- How does the Fourth Amendment affect when and how the process of search incident to arrest is conducted?
- Why would it be necessary to conduct a strip search?

Exploring Policing

Task Number 56

Describe the basic principles of unarmed confrontation, including handcuffing, defenses against physical attack, and verbal commands.

Definition

Description should include common techniques for law enforcement officials in response to resistance. Description should also include exploring the value of defensive tactics training and understanding the potential for personal and agency liability related to the use of force.

Process/Skill Questions

- Why should an officer be trained in handling an unarmed confrontation with an aggressor?
- Why is it important for an officer to continue to give lawful, verbal commands to a subject during a confrontation with an aggressor?
Task Number 57

Perform basic first aid, cardiopulmonary resuscitation (CPR) and automated external defibrillator (AED) procedures.

Definition

Performance should include

- determining the victim’s level of consciousness
- applying the industry-approved response to minor cuts and puncture wounds, strains and sprains of limbs, head injuries, back or neck injuries, burns, shock, animal and insect bites, and overdose
- using an AED
- determining the appropriate maneuver to clear the airways
- determining when to stop administering CPR.

Process/Skill Questions

- How do citizens obtain emergency medical assistance in the locality?
- What are the contents of a standard first aid kit?
- What is the purpose of the contents of the kit?
- What are the symptoms of shock?
- What universal precautions should be taken by first aid providers?
- What are some injuries that can result from CPR?
- What is the difference between CPR for adults and CPR for children?

Task Number 58

Explain procedures for driving under the influence (DUI)/driving under the influence of drugs (DUID) investigation and arrest.

Definition

Explanation of DUI and DUID should include
• state laws regarding DUI (adult vs. juvenile)
• signs of DUI vehicle operation pre-stop
• pre-exit observable clues of DUI during a vehicle stop
• pre-exit sobriety tests (i.e., fingertip dexterity)
• National Highway Traffic Safety Administration (NHTSA) standardized field sobriety test
• preliminary breath test law and handheld breath alcohol tester
• implied consent law regarding breath and blood tests for blood alcohol content (to include consequence if not taken)
• Breathalyzer test and legal aspects of its use.

Process/Skill Questions

• Why is the blood alcohol concentration (BAC) limit lower for juveniles than for adults?
• What is the importance of strict enforcement of DUI laws?
• If someone refuses to consent to having his or her blood taken, can he or she still be charged with DUI?

Task Number 59

Demonstrate standard techniques for traffic direction.

Definition

Demonstration should include

• explanation of the purpose of traffic direction
• laws that regulate law enforcement’s direction of traffic
• physical/civil risks involved
• safety procedures and equipment
• correct use of arm, hand, and whistle signals needed to establish a smooth flow of traffic.

Process/Skill Questions

• What are the consequences of failing to direct traffic in a safe manner?
• Under what circumstances should an officer take charge of directing traffic?
• What are the differences between day and night traffic directions?

Task Number 60
Demonstrate procedures for investigating a traffic accident.

Definition

Demonstration should include

- explanation of the purpose of the investigation
- identification of laws pertaining to accident investigation
- establishment of priorities at the scene
- correct methods of interviewing witnesses/drivers
- correct note taking
- evidence collection (including types of evidence to look for)
- completion of an accident report.

Process/Skill Questions

- How does an officer determine fault at an accident scene?
- What are the possible consequences of poor note taking?

Task Number 61

Identify patrol methods.

Definition

Identification should include

- definition of preventive patrol
- definition of targeted patrol
- explanation of the basic assumptions behind police patrol (e.g., visibility of police, quick response to calls, increased public cooperation with familiar police personnel)
- explanation of the advantages and disadvantages of various patrol methods
- factors that influence how patrol is structured (e.g., staffing, geography, calls for service, citizen input)
- the effectiveness of one-officer vs. two-officer patrol
- methods of patrol (e.g., foot, car, bicycle, motorcycle).

Process/Skill Questions

- How does preventive patrol prevent crime?
- What are the advantages and disadvantages of two-officer patrol?
- What is the desired effect of targeted patrol?
Task Number 62

Describe procedures for investigating and resolving domestic disputes and stalking offenses.

Definition

Description should include

- maintaining officer safety
- taking control of the situation
- separating parties involved
- determining the victim/predominant physical aggressor
- using proper procedures for arrest and emergency protective orders
- enforcing statutes regarding domestic violence situations and stalking
- involving community agencies that can assist parties in a domestic dispute
- understanding legal state requirements for assisting victims (verbally and in writing)
- using techniques for defusing dispute situations
- determining domestic assault/infraction.

Process/Skill Questions

- What dangers does an officer face when answering a domestic dispute call?
- What are the agencies in the local community that provide services to victims of domestic dispute?
- What are the services?
- What is the victim compensation fund, and how does it work?

Task Number 63

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

Definition

Identification should include

- officer safety
- medical attention for the injured
• crime scene safety, 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 kinds of crime, such as rape, homicide, robbery, burglary, and abduction?
• What types of information can an officer obtain from observing the scene of a crime?

Task Number 64

Identify local programs aimed at reducing crime in the streets, in schools, or in neighborhoods.

Definition

Identification should include

• Neighborhood Watch
• police programs that protect children (i.e., photograph/fingerprint services)
• local programs for the prevention and treatment of drug abuse
• local programs providing employment and education
• victim/witness coordinators
• counseling services for juveniles and families
• security survey assistance
• school resource officer.

Process/Skill Questions

• What can a citizen do to support crime prevention programs in his/her community?
• What local programs are available?

Investigating a Crime Scene

Task Number 65
Document a crime scene, using photography.

Definition

Documentation should include overall, mid-range, and close-up photographs.

Process/Skill Questions

- What are the benefits and limitations of crime scene photography?
- Why is it important to include all three aspects of crime scene photography when documenting the crime scene?
- What ramifications might occur as a result of poor or incomplete photo documentation of evidence?

Task Number 66

Diagram a crime scene, using a sketch.

Definition

Diagramming should include using

- baseline (rectangulation) techniques
- triangulation
- coordinates
- new or emerging technologies.

Process/Skill Questions

- What are the benefits and limitations of a crime scene sketch?
- What is the difference between a rough and finished sketch?
- What does it mean to draw a to-scale diagram?
- What are the advantages and disadvantages of drawing to scale?
- What are the basic requirements for a diagram?

Task Number 67

Document a crime scene, using notes.
**Definition**

Documentation should include use of the following question types:

- Who
- What
- When
- Where
- Why
- How

**Process/Skill Questions**

- What are the benefits and limitations of taking notes at a crime scene?
- Why are field notes crucial in record keeping?
- When should an officer refer to field notes when testifying in court?

---

**Task Number 68**

**Perform a systematic search for physical evidence.**

**Definition**

Performance should include using 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 or column (shoulder-to-shoulder responsibility)

and identifying specialized search tools such as

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

**Process/Skill Questions**

- How does one determine the search method to be used?
- What factors should be considered when determining which search method to use?
- What are the ramifications for missing crucial evidence?
Task Number 69

Collect physical evidence.

Definition

Collection should include

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

Process/Skill Questions

- What is important about establishing the chain of custody?
- What documentation should be included on each item of evidence collected?
- What are the ramifications of improperly packaging evidence?

Exploring Corrections

Task Number 70

Describe the history of corrections in the United States.

Definition

Description should include

- a historical look at the different eras in corrections
- goals and purposes of corrections
- alternatives to confinement
- the role of the Bureau of Prisons
- the role of the Virginia Department of Corrections.

Process/Skill Questions

- What are the three correctional models?
- How do the models compare and differ from one another?
• What are the costs and benefits of alternatives to confinement?
• Why do we have the corrections system?
• Why has the prison population increased so significantly since the 1970s?
• What are the advantages and disadvantages of community supervision compared to incarceration?

Task Number 71

Describe procedures for the safe transport of prisoners.

Definition

Description should include

- demonstrating the search of a transport vehicle and items to look for
- explaining how prisoners are secured in the vehicle
- communicating with the dispatcher
- transporting one or more prisoners by one or two officers
- transporting female, juvenile, sick, or injured prisoners
- other modes of transport.

Process/Skill Questions

- What information should be given to the dispatcher when transporting a prisoner?
- What special considerations should be involved when transporting female prisoners, juvenile prisoners, or sick or injured prisoners?

Task Number 72

Outline procedures for booking a prisoner into a jail or lockup.

Definition

Outline should include

- following methods designed to prevent injury to a prisoner (self-inflicted or inflicted by others)
- re-searching a prisoner being booked into the jail
following methods for the control and discipline of prisoners during booking
• completing legally required records associated with booking
• using basic fingerprinting techniques
• rolling a set of classified prints
• following methods for booking females, juveniles, or sick or injured, mentally deranged, or intoxicated prisoners.

Process/Skill Questions

• The inmate population far exceeds the correctional staff. How do the guards reduce the possibility of an inmate takeover?
• What national system stores fingerprints, and who maintains the system?
• Why is it important to fingerprint individuals who are arrested?

Task Number 73

**Explain the concept of prisoner rights and their effect on the treatment of inmates.**

**Definition**

Explanation should include

• the provisions of the Civil Rights Act of 1871
• the importance of the U.S. Supreme Court's ruling in *Cooper v. Pate* (1964)
• the prisoners’ rights movement and how it affected changes in prison conditions and treatment of inmates (i.e., Eighth Amendment)
• discussion of the need for security in prisons and jails and how the need for security must restrict the rights of prisoners
• a comparison of how search and seizure laws are applied by the police and by correctional officers inside a prison
• an understanding of the difference between an inmate right and an amenity provided to an inmate (e.g., basic health care vs. access to a GED program).

**Process/Skill Questions**

• What is the relationship between prisoners’ rights and the minimum standards for the local jails and lockups?
• What is the Civil Rights Act of 1871?
• How is search and seizure law different within a prison or a school?
• What are the differences between rights afforded to inmates and amenities available to inmates?
• What is the effect of the Eighth Amendment on prisoners in America’s jails and prisons?

Task Number 74

Identify minimum standards for local jails and lockups.

Definition

Identification should include minimum standards for

• sanitation
• nutrition
• prisoner safety
• health care
• visitation
• mail and phone calls
• legal aid.

Process/Skill Questions

• What is the importance of maintaining these minimum standards for inmates?
• What constitutional basis might have encouraged these standards?
• What safeguards are in place to ensure these standards are maintained?

Applying Criminal Justice Communication Skills

Task Number 75

Describe the importance of good communication skills to the success of a criminal justice professional.

Definition

Description should include the effect of communication skills on

• the image of the individual
• the image of the agency
• interpersonal relationships among criminal justice professionals and the public
• verbal and nonverbal messages.

Process/Skill Questions

• How should one communicate with hostile, hysterical, intoxicated, mentally ill, or very young/old people?
• What criteria should be used to evaluate communication skills?
• What resources are available to improve communication skills?

Task Number 76

Identify types of information available through state and national crime information/communication systems.

Definition

Identification should include

• National Crime Information Center (NCIC)/Virginia Criminal Information Network (VCIN)
• criminal history
• warrant checks
• stolen status
• concealed weapons status
• protective orders
• missing persons/runaways.

Process/Skill Questions

• How do the NCIC and VCIN systems assist criminal justice personnel?
• What is the role of non-agency sources of information, including victims, witnesses, concerned citizens, informants, relatives, employers, or associates of suspects?

Task Number 77

Identify community resources/agencies to which citizens can be referred.

Definition
Identification should include the type(s) of

- problem the individual faces
- agencies available (private and public)
- assistance offered (i.e., general information, counseling, financial, transportation).

**Process/Skill Questions**

- Why do citizens contact police with requests for assistance that are not crime-related?
- How can providing information on resources available to the public assist future investigations?

**Exploring Crisis Intervention**

**Task Number 78**

**Identify crisis situations.**

**Definition**

Identification should include

- defining crisis as a situation in which an individual is unable to cope with internal and external stimuli, creating an inability to function at a reasonable level, thus creating a risk of harm to themselves or others (DCJS)
- naming examples of crisis situations (e.g., domestic assault, mental illness, suicide, missing individuals, death notification, overdose).

**Process/Skill Questions**

- What is an example of a crisis that criminal justice professionals might investigate?
- What is a crisis intervention team?
- What are signs that a person may be suicidal?

**Task Number 79**

**Describe procedures for responding to crisis situations**

**Definition**

Description should include
• identifying the crisis
• exercising communication skills (e.g., active listening)
• practicing de-escalation techniques
• distinguishing among legal options (e.g., emergency custody order [ECO], temporary detention order [TDO], self-admission).

Process/Skill Questions

• What is process for obtaining an ECO?
• Why are de-escalation techniques useful in crisis situations?
• What professional resources are available to aid in crisis situations?

Task Number 80

Describe threat assessment techniques.

Definition

Description should include

• definition of threat assessment as a preventive measure
• conditions when a threat assessment is necessary
• common areas of concern for threat assessment.

Teacher resource: Adverse Childhood Experiences (ACEs), Centers for Disease Control and Prevention (CDC)

Process/Skill Questions

• Who should be on the threat assessment team?
• What is VIRGINIA CARES?
• Why are threat assessments a valuable preventive measure?
• What are some common tools for threat assessment?

Task Number 81

Recognize signs of distress in criminal justice professionals.

Definition
Recognizing signs should include

- post-traumatic stress disorder (PTSD)
- substance abuse (e.g., alcohol, drugs)
- depression
- physical abuse
- excessive force complaints
- tombstone courage.

**Process/Skill Questions**

- What is an employee assistance program?
- What is the difference between PTSD and cumulative PTSD?
- What are some trauma-related disorders that are common among criminal justice professionals?
- What resources are available for criminal justice professionals?
- What excessive stresses are created by undercover work?

**Exploring the Terror Threat**

**Task Number 82**

**Describe the history of terrorism.**

**Definition**

Description should include

- definitions of domestic terrorism and international terrorism
- differentiation between hate crimes and terrorism
- major terrorist events
- government responses to terrorist acts.

**Process/Skill Questions**

- Why is it important to study the history of terrorism?
- What are the goals of terrorism?
- What are the implications of anti-terrorism laws?
- What terrorist acts occurred in the United States before 9/11?

**Task Number 83**
Distinguish between international and domestic terrorism.

Definition

Distinction should include

- types of terrorist groups (e.g., environmental, religious, political)
- examples of terrorist groups, domestic and international
- types of weapons of mass destruction (e.g., biological, nuclear, incendiary, chemical, explosive, mechanical).

Process/Skill Questions

- How does one differentiate domestic terrorism from international terrorism?
- What conflicts could be encountered when combating terrorism?
- Why is it important for law enforcement professionals to know the different types of terrorist groups?

Task Number 84

Describe safety precautions for first responders to mass-casualty incidents.

Definition

Description 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, both first responders and citizens
- using emergency evacuation procedures, if necessary
- protecting evidence at the scene of an accident
- initiating interviews of witnesses at the scene
- debriefing for first responders.

Process/Skill Questions

- How are hazards determined?
- How can the need for a hazardous materials response be determined?
- What resources are available to protect the first responder?
Task Number 85

Describe the roles of incident command.

Definition

Description should include

- explaining the responsibilities in the incident management system
- initiating incident command (i.e., officer on duty in the jurisdiction)
- working within the incident management system.


Process/Skill Questions

- Who activates incident command?
- What training can prepare one for the stress of a mass-casualty incident?
- How is inter-agency cooperation important when handling a mass-casualty incident?

SOL Correlation by Task

<table>
<thead>
<tr>
<th>Task</th>
<th>Description</th>
<th>Language</th>
</tr>
</thead>
<tbody>
<tr>
<td>39</td>
<td>Identify classroom safety rules and procedures.</td>
<td>English: 11.5, 12.5</td>
</tr>
<tr>
<td>40</td>
<td>Identify school safety policies and procedures.</td>
<td>English: 11.5, 12.5</td>
</tr>
<tr>
<td>41</td>
<td>Follow general safety procedures.</td>
<td>English: 11.1, 12.1</td>
</tr>
<tr>
<td>42</td>
<td>Identify equipment safety rules and procedures.</td>
<td>English: 11.5, 12.5</td>
</tr>
<tr>
<td>43</td>
<td>Review practices that promote health and wellness.</td>
<td>English: 11.5, 12.5</td>
</tr>
<tr>
<td>44</td>
<td>Identify employment requirements for various occupations in the criminal justice field.</td>
<td>English: 11.5, 12.5</td>
</tr>
<tr>
<td>45</td>
<td>Explain constitutional limits and guarantees upon the performance of duties by criminal justice professionals.</td>
<td>English: 11.1, 11.3, 11.5, 12.1, 12.3, 12.5, History and Social Science: GOVT.11, VUS.5</td>
</tr>
<tr>
<td>46</td>
<td>Explain how criminal justice personnel can protect themselves from civil liability.</td>
<td>English: 11.5, 12.5</td>
</tr>
<tr>
<td>47</td>
<td>Explain the significance of social media as it relates to one’s chosen profession.</td>
<td>English: 11.5, 12.5</td>
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<tr>
<td>48</td>
<td>Research criminal justice trade literature.</td>
<td>History and Social Science: VUS.14, WG.17, WHII.14</td>
</tr>
<tr>
<td>49</td>
<td>Identify crimes associated with narcotics and controlled substances.</td>
<td>English: 11.8, 12.8</td>
</tr>
<tr>
<td>50</td>
<td>Identify crimes against children.</td>
<td>English: 11.5, 12.5</td>
</tr>
<tr>
<td>51</td>
<td>Explain the elements of being a mandated reporter.</td>
<td>English: 11.5, 12.5</td>
</tr>
<tr>
<td>52</td>
<td>Demonstrate procedures for obtaining and executing a search warrant.</td>
<td>English: 11.3, 11.5, 12.3, 12.5</td>
</tr>
<tr>
<td></td>
<td></td>
<td>History and Social Science: GOVT.5, VUS.5</td>
</tr>
<tr>
<td>53</td>
<td>Explain conditions under which searches and seizures may be conducted.</td>
<td>English: 11.5, 12.5</td>
</tr>
<tr>
<td></td>
<td></td>
<td>History and Social Science: GOVT.5, VUS.5</td>
</tr>
<tr>
<td>54</td>
<td>Describe the conditions that distinguish arrest from detainment and other police-citizen encounters.</td>
<td>English: 11.3, 11.5, 12.3, 12.5</td>
</tr>
<tr>
<td>55</td>
<td>Explain the procedure for searches during the course of an arrest.</td>
<td>English: 11.5, 12.5</td>
</tr>
<tr>
<td>56</td>
<td>Describe the basic principles of unarmed confrontation, including handcuffing, defenses against physical attack, and verbal commands.</td>
<td>English: 11.5, 12.5</td>
</tr>
<tr>
<td>57</td>
<td>Perform basic first aid, cardiopulmonary resuscitation (CPR) and automated external defibrillator (AED) procedures.</td>
<td>English: 11.5, 12.5</td>
</tr>
<tr>
<td>58</td>
<td>Explain procedures for driving under the influence (DUI)/driving under the influence of drugs (DUID) investigation and arrest.</td>
<td>English: 11.5, 12.5</td>
</tr>
<tr>
<td>59</td>
<td>Demonstrate standard techniques for traffic direction.</td>
<td>English: 11.5, 12.5</td>
</tr>
<tr>
<td>60</td>
<td>Demonstrate procedures for investigating a traffic accident.</td>
<td>English: 11.5, 12.5</td>
</tr>
<tr>
<td>61</td>
<td>Identify patrol methods.</td>
<td>English: 11.3, 11.5, 12.3, 12.5</td>
</tr>
<tr>
<td>62</td>
<td>Describe procedures for investigating and resolving domestic disputes and stalking offenses.</td>
<td>English: 11.5, 12.5</td>
</tr>
<tr>
<td>63</td>
<td>Identify the investigating officer’s tasks when working on criminal cases.</td>
<td>English: 11.5, 12.5</td>
</tr>
<tr>
<td>64</td>
<td>Identify local programs aimed at reducing crime in the streets, in schools, or in neighborhoods.</td>
<td>English: 11.5, 12.5</td>
</tr>
<tr>
<td>65</td>
<td>Document a crime scene, using photography.</td>
<td>English: 11.6, 12.6</td>
</tr>
<tr>
<td>66</td>
<td>Diagram a crime scene, using a sketch.</td>
<td></td>
</tr>
<tr>
<td>67</td>
<td>Document a crime scene, using notes.</td>
<td>English: 11.6, 12.6</td>
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69. Collect physical evidence.

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71. Describe procedures for the safe transport of prisoners.

72. Outline procedures for booking a prisoner into a jail or lockup.

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78. Identify crisis situations.

79. Describe procedures for responding to crisis situations.

80. Describe threat assessment techniques.

81. Recognize signs of distress in criminal justice professionals.

82. Describe the history of terrorism.

83. Distinguish between international and domestic terrorism.

84. Describe safety precautions for first responders to mass-casualty incidents.

85. Describe the roles of incident command.

**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/](https://www.skillsusa.org/) and the Virginia SkillsUSA website at [https://skillsusava.org/](https://skillsusava.org/).

Email contact for Virginia SkillsUSA: David Rathbone: nrrathd@nr.edu
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/](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 I (8702/36 weeks, 140 hours)

<table>
<thead>
<tr>
<th>Career Cluster: Law, Public Safety, Corrections and Security</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Pathway</strong></td>
</tr>
</tbody>
</table>
| Correction Services | Corrections Officer  
Probation, Parole Officer |
| Emergency and Fire Management Services | Dispatcher  
Hazardous Materials Removal Worker |
| Law Enforcement Services | Customs Inspector  
Forensic Science Technician  
Police Officer  
Private Detective, Investigator  
U.S. Marshal |
| Legal Services | Arbitrator  
Attorney  
Court Reporter  
Paralegal |
| Security and Protective Services | Private Detective, Investigator  
Security Officer |