

Implementation date
Fall 2009

PROGRAM CONCENTRATION: Public Safety
CAREER PATHWAY: Law and Justice
COURSE TITLE: Introduction to Law & Justice

Note: The Law and Justice Pathway is designed to provide students with career-focused educational opportunities in various public safety fields. Each course has elements which cover tactics, methods, and skills utilized by law enforcement and other public safety fields that should be taken into consideration when assessing implementation options. School boards should evaluate criteria for student enrollment that account for successful completion of future background investigations required for entry into such careers.

Pre-Requisites: None

Course Description: Students wishing to pursue a career in Law and Justice will examine the basic concepts of law related to citizens' rights and officers' responsibilities to maintain a safe society. This course begins with a study of various careers in public safety. The course will explore the history and development of law enforcement in the United States. Students will then examine the components of the criminal justice system, including the roles and responsibilities of the police, courts, and corrections. Additionally, students will learn the classification and elements of crimes. Students will receive instruction in critical skill areas including communicating with diverse groups, conflict resolution, the use of force continuum, report writing, operation of police and emergency equipment, and courtroom testimony. Career planning and employability skills will be emphasized.

CAREERS IN LAW AND JUSTICE

Students will select career fields from law and justice to explore and evaluate. Students will utilize available career interest materials to investigate personal career choices.

PS-ILJ-1. Students will investigate careers in the field of Law and Justice. Students will explore the requirements and responsibilities of various public safety personnel.

- a. Identify positive character traits that should be present in Law and Justice employees.
- b. Demonstrate the ability to accurately complete a job application and resume.
- c. Demonstrate knowledge and skills required to seek, apply, and accept employment.
- d. Design a portfolio to apply for jobs in Law and Justice.
- e. Apply acquired skills in an interview setting.
- f. Investigate personal career interests.

Academic Standards:

ELA10W3 The student uses research and technology to support writing.

Implementation date
Fall 2009

ELA12C1 The student demonstrates understanding and control of the rules of the English language, realizing that usage involves the appropriate application of conventions and grammar in both written and spoken formats.

ELA12LSV1 The student participates in student-to-teacher, student-to-student, and group verbal interactions.

ELA10RC3 The student acquires new vocabulary in each content area and uses it correctly.

OVERVIEW OF THE CRIMINAL JUSTICE SYSTEM

Students will be introduced to the complex role of government in a democratic society and the rights and responsibilities of its citizens. They will explore the history and evolution of law enforcement in the United States. Roles and responsibilities of different emergency service agencies and systems will be evaluated.

PS-ILJ-2. Students will describe the relationship between police, courts, and corrections.

- a. Demonstrate a working knowledge of the criminal justice process and explain how different agencies work together.
- b. Identify jurisdictional and venue issues that may arise when different emergency service agencies work together and provide suggestions for resolving them.
- c. Describe the roles and responsibilities of private security agencies and explain how they differ from public law enforcement agencies.
- d. Discuss the importance of all public safety related agencies working together to serve and protect the public.
- e. Describe the roles and responsibilities of local, county, state, and federal agencies.
- f. Describe and apply knowledge of how the United States legal system works.

Academic Standards:

ELA10RC3 The student acquires new vocabulary in each content area and uses it correctly.

SSCG1. The student will demonstrate knowledge of the political philosophies that shaped the development of United States constitutional government.

SSCG3. The student will demonstrate knowledge of the United States Constitution.

SSCG4. The student will demonstrate knowledge of the organization and powers of the national government.

SSCG5. The student will demonstrate knowledge of the federal system of government described in the United States Constitution.

PS-ILJ-3. Students will investigate the dangers associated with various Law and Justice professions.

- a. Investigate universal precautions and blood born pathogens.
- b. Identify hazardous materials and describe the special methods required for handling them.
- c. Maintain a safe work environment.

Academic Standards:

SB2 Students will analyze how biological traits are passed on to successive generations.

SB5 Students will evaluate the role of natural selection in the development of the theory of evolution.

BASIC CRIMINAL AND CONSTITUTIONAL LAW

Students will compare and contrast America's criminal and civil court structures, systems, and processes. Students will be introduced to the American legal system and basic legal concepts.

PS-ILJ-4. Students will analyze the structure of the government and the court system.

- a. Examine the structure and processes of the criminal justice system.
- b. Differentiate between civil law and criminal law.
- c. Explore the rights of citizens guaranteed by the United States.
- d. Explain the powers granted to the police and the restrictions placed upon them by the respective constitutions and amendments.
- e. Explore a range of constitutional and non-constitutional issues facing today's law enforcement officers.
- f. Argue the application of constitutional interpretation to specific cases.

Academic Standards:

ELA10RC2 The student participates in discussions related to curricular learning in all subject areas.

SSCG5 The student will demonstrate knowledge of the federal system of government described in the United States Constitution.

SSUSH5 The student will explain specific events and key ideas that brought about the adoption and implementation of the United States Constitution.

SSCG16 The student will demonstrate knowledge of the operation of the federal judiciary.

SSCG17 The student will demonstrate knowledge of the organization and powers of

state and local government described in the Georgia Constitution.

PS-ILJ-5. Students will identify criminal laws used frequently in the criminal justice system.

- a. Describe how laws are classified.
- b. Describe a crime that includes all ideal elements.
- c. Justify selected charges that merit prosecution in given scenarios.

Academic Standards:

ELA10RL5 The student understands and acquires new vocabulary and uses it correctly in reading and writing.

ELA12LSV1 The student participates in student-to-teacher, student-to-student, and group verbal interactions.

ELA12LSV2 The student formulates reasoned judgments about written and oral communication in various media genres. The student delivers focused, coherent, and polished presentations that convey a clear and distinct perspective, demonstrate solid reasoning, and combine traditional rhetorical strategies of narration, exposition, persuasion, and description.

SSCG21 The student will demonstrate knowledge of criminal activity.

SSCG22 The student will demonstrate knowledge of the criminal justice process.

POLICE REPORTS

Students will become familiar with oral and written communications utilized in law enforcement.

PS-ILJ-6. Students will demonstrate the ability to accurately complete various law enforcement reports and documents.

- a. Demonstrate the ability to communicate clearly and professionally.
- b. Utilize field note-taking and report-writing skills to complete police incident reports.
- c. Demonstrate the ability to write comprehensive and accurate police reports answering the basic questions of who, what, where, when, how, and why.
- d. Demonstrate professionalism in communicating with others.
- e. Apply active listening skills to obtain and clarify information.
- f. Apply reading strategies to learn vocabulary and technical concepts and to follow directions.
- g. Demonstrate proficiency in interpreting verbal and non-verbal communication.
- h. Write a clear and concise narrative report describing a criminal incident.
- i. Determine methods to document critical information in response to a criminal scenario.
- j. Gather facts, interview witnesses, and interrogate suspects in a mock crime scene.

- k. Create a written report from information collected at mock crime scene.

Academic Standards:

ELA10RL5 The student understands and acquires new vocabulary and uses it correctly in reading and writing.

ELA12W1 The student produces writing that establishes an appropriate organizational structure, sets a context and engages the reader, maintains a coherent focus throughout, and signals a satisfying closure.

ELA12C2 The student demonstrates understanding of manuscript form, realizing that different forms of writing require different formats.

ELA12LSV1 The student participates in student-to-teacher, student-to-student, and group verbal interactions.

ELA12LSV2 The student formulates reasoned judgments about written and oral communication in various media genres. The student delivers focused, coherent, and polished presentations that convey a clear and distinct perspective, demonstrate solid reasoning, and combine traditional rhetorical strategies of narration, exposition, persuasion, and description.

USE OF FORCE

Students will demonstrate an understanding of the continuum of force and how it applies to situations. Students will identify firearms, less-than-lethal weapons, and self-defense methods used by peace officers. They will demonstrate understanding of precautions which should be taken when using force.

PS-ILJ-7. Students will investigate how force is used by law and justice professionals.

- a. Discuss appropriate use of force in self-defense situations.
- b. Explain proper use of pain as a motivator to compliance.
- c. Discuss the fundamentals of self-defense.
- d. Explain skills in the lower and intermediate levels of force use.
- e. Identify less-than-lethal force options.
- f. Explain various locks, holds, and bars.
- g. Apply the use of force continuum to given scenarios.

Academic Standards:

SAP1 Students will analyze anatomical structures in relationship to their physiological functions.

SAP2 Students will analyze the interdependence of the integumentary, skeletal, and muscular systems as these relate to the protection, support and movement of the human body.

SAP3 Students will assess the integration and coordination of body functions and their dependence on the endocrine and nervous systems to regulate physiological activities.

SAP4 Students will analyze the physical, chemical, and biological properties of process systems as these relate to transportation, absorption and excretion, including the cardiovascular, respiratory, digestive, excretory and immune systems.

ELA12LSV1 The student participates in student-to-teacher, student-to-student, and group verbal interactions.

APPROACH AND ARREST OF SUSPECTS

Students will discuss the legality of arrests. Students will demonstrate proper handcuffing technique while demonstrating officer safety.

PS-ILJ-8. Students will demonstrate proper protocol in communication, coordination, and control when approaching and arresting suspects.

- a. Articulate constitutional standards in arrests, frisks, and searches.
- b. Analyze risks in interacting with suspects.
- c. Demonstrate the use of communications with dispatch and other officers before, during, and after an interaction with a subject.
- d. Demonstrate proper use of handcuffing suspects in the kneeling and prone positions.
- e. Demonstrate the use of appropriate verbal commands.
- f. Discuss proper frisk and search procedures.

Academic Standards:

SAP2 Students will analyze the interdependence of the integumentary, skeletal, and muscular systems as these relate to the protection, support and movement of the human body.

ELA10RC2 The student participates in discussions related to curricular learning in all subject areas.

SSCG3 The student will demonstrate knowledge of the United States Constitution.

PATROL OPERATIONS

Students will discuss the various types of patrol methods used in contemporary law enforcement. Students will explain proper police procedure in the approach of vehicles in unknown and high risk traffic stops.

PS-ILJ-9. Students will analyze the purpose and importance of patrol operations within a police agency.

- a. Discuss the importance of patrol.

Implementation date
Fall 2009

- b. Explain the different types of patrols in their area.
- c. Explain the Kansas City Experiment.
- d. Explain preventive, directed, and aggressive patrol.
- e. Describe and explain how foot, motorcycle, mounted, bike, and cruiser patrol are components of community response.

Academic Standards:

ELA10RC2 The student participates in discussions related to curricular learning in all subject areas.

ELA10RC3 The student acquires new vocabulary in each content area and uses it correctly.

SSUSH23 The student will describe and assess the impact of political developments between 1945 and 1970.

SSUSH24 The student will analyze the impact of social change movements and organizations of the 1960s.

PS-ILJ-10. Students will demonstrate understanding of police response to both unknown and high risk traffic stops.

- a. Explain the risks associated with traffic stops.
- b. Describe how vehicle alignment improves officer safety.
- c. Discuss how an officer should approach a vehicle in an unknown risk traffic stop.
- d. Formulate a plan for how officers should respond to a high risk traffic stop incorporating various environmental conditions as well as limitations on available resources.

Academic Standards:

ELA10RC4 The student establishes a context for information acquired by reading across subject areas.

ELA12LSV1 The student participates in student-to-teacher, student-to-student, and group verbal interactions.

SSCG3 The student will demonstrate knowledge of the United States Constitution.

TRAFFIC CODES AND INVESTIGATIONS

Students will develop a basic working knowledge of various traffic codes. Students will participate in a mock traffic investigation.

PS-ILJ-11. Students will demonstrate understanding of traffic enforcement and investigations.

- a. Understand the importance of effective traffic enforcement as it relates to loss of life, serious injury, and property damage.
- b. Discuss the functions of traffic patrol units.
- c. Justify the choice of traffic code applied to a given traffic incident.
- d. Understand the basics of crash scene investigation.
- e. Complete a traffic crash report.
- f. Write accurate and complete traffic citations.
- g. Discuss the difference between a citation and an arrest as it relates to traffic code enforcement.
- h. Assess a mock crash scene and respond accordingly.
- i. Formulate a plan to properly document the mock crash scene using appropriate techniques and paperwork.

Academic Standards:

MM1A1 Students will explore and interpret the characteristics of functions, using graphs, tables, and simple algebraic techniques.

MM1A3 Students will solve simple equations.

MM4P1 Students will solve problems (using appropriate technology).

MM4P2 Students will reason and evaluate mathematical arguments.

MM4P3 Students will communicate mathematically.

MM4P4 Students will make connections among mathematical ideas and to other disciplines.

SPS8 Students will determine relationships among force, mass, and motion.

SP3 Students will evaluate the forms and transformations of energy.

COMMUNITY POLICING, CONFLICT RESOLUTION AND CULTURAL DIVERSITY

Students will apply the ideas of Community Policing to a given scenario. Students will demonstrate conflict resolution techniques in role play. Students will explore the cultural diversity that exists in today's complex society. Students will devise a plan to respond to needs in a mock community.

PS-ILJ-12. Students will demonstrate a basic understanding of community policing.

- a. Describe attitudes of the public toward police.
- b. Identify characteristics of police work.
- c. Distinguish among three operational styles in policing.
- d. List the three major functions of police departments.
- e. Explain the main components of community policing.

- f. Identify the four steps in a community policing approach to problem solving.
- g. Discuss some of the unresolved issues concerning policing.
- h. Demonstrate the ability to identify problems in a criminal justice scenario and use critical thinking skills to lawfully resolve them.
- i. Demonstrate the ability to solve criminal justice problems using ethical solutions.

Academic Standards:

SSCG22 The student will demonstrate knowledge of the criminal justice process.

ELA10RL5 The student understands and acquires new vocabulary and uses it correctly in reading and writing.

ELA10RC2 The student participates in discussions related to curricular learning in all subject areas.

ELA10RC3 The student acquires new vocabulary in each content area and uses it correctly.

PS-ILJ-13. Students will utilize conflict resolution in role play.

- a. Identify a variety of mediation and conflict resolution skills used to effectively resolve criminal justice issues.
- b. Demonstrate the ability to use critical thinking skills as a team member to formulate solutions to problems.
- c. Assess a given role play and determine the best response.

Academic Standard:

ELA12LSV1 The student participates in student-to-teacher, student-to-student, and group verbal interactions.

PS-ILJ-14. Students will analyze cultural differences that may have an impact on participants in the criminal justice system.

- a. Explain the importance of sensitivity to situations involving cultural diversity.
- b. Compare the cultures of major immigrant groups.
- c. Describe subcultures of American culture that Law and Justice professionals interact with on a regular basis.

Academic Standards:

SSWG2 The student will explain the cultural aspects of geography.

SSWG8 The student will describe the interaction of physical and human systems that have shaped contemporary Canada and the United States.

ELA12W3 The student uses research and technology to support writing.

SENTENCING AND CORRECTIONAL ISSUES

Students will demonstrate an understanding of the sentencing process in a criminal case. Students will debate the philosophical perspectives in American punishment. Additionally, students will discuss the many issues surrounding corrections.

PS-ILJ-15. Students will explain the various purposes and different types of sentences.

- a. Identify the general factors influencing a judge's sentencing decision.
- b. Describe how judges vary sentences to fit the crime and offender.
- c. Explain the three basic types of sentences.
- d. Understand the rationales or justifications for criminal punishment.
- e. Explain the purposes of pre-sentence investigation reports.
- f. Summarize the arguments in support of and in opposition to the Three Strikes Law.

Academic Standards:

SSCG16 The student will demonstrate knowledge of the operation of the federal judiciary.

SSCG22 The student will demonstrate knowledge of the criminal justice process.

SSUSH24 The student will analyze the impact of social change movements and organizations of the 1960s.

ELA10RC2 The student participates in discussions related to curricular learning in all subject areas.

ELA12LSV1 The student participates in student-to-teacher, student-to-student, and group verbal interactions.

PS-ILJ-16. Students will describe American corrections.

- a. Describe correctional officer duties.
- b. Explain how today's inmate society differs from those of the past.
- c. Identify prisoners' rights.
- d. Explain methods of inmate release.
- e. Summarize what recidivism research reveals about the success of the prison in achieving deterrence and rehabilitation.
- f. Identify the circumstances for which capital punishment might be applied.
- g. Debate issues related to capital punishment.

Academic Standards:

ELA12W1 The student produces writing that establishes an appropriate organizational structure, sets a context and engages the reader, maintains a coherent focus throughout, and signals a satisfying closure.

Implementation date
Fall 2009

ELA12W3 The student uses research and technology to support writing.

ELA12C1 The student demonstrates understanding and control of the rules of the English language, realizing that usage involves the appropriate application of conventions and grammar in both written and spoken formats.

SSCG22 The student will demonstrate knowledge of the criminal justice process.

AGENCY ADMINISTRATION

Students will explain the basic purposes of policing in democratic societies. Students will describe the different types of organizational structures in a typical police department.

PS-ILJ-17. Students will demonstrate a basic understanding of the police mission, operational strategies, and police management and styles.

- a. Discuss the core operational strategies of police departments.
- b. Demonstrate a basic understanding of the policing rank structure.
- c. Apply event management and crisis emergency protocols to a scenario.
- d. Discuss the need for police management and accountability.

Academic Standards:

ELA10RC3 The student acquires new vocabulary in each content area and uses it correctly.

ELA10RC4 The student establishes a context for information acquired by reading across subject areas.

SSCG3 The student will demonstrate knowledge of the United States Constitution.

ETHICS IN LAW AND JUSTICE

Students will discuss police deviance and the role discretion plays in police corruption. They will also identify issues that impact the public perception of police.

PS-ILJ-18. Students will investigate the role of ethics in policing.

- a. Identify unethical and illegal actions in police work.
- b. Discuss the law enforcement officers' code of ethics.
- c. Explore the various reasons for police corruption.
- d. Appraise the forms of police misconduct other than corruption.
- e. Identify the effects of police corruption and brutality.

Academic Standards:

ELA10RC2 The student participates in discussions related to curricular learning in all subject areas.

Implementation date
Fall 2009

ELA10RC3 The student acquires new vocabulary in each content area and uses it correctly.

SSCG6 The student will demonstrate knowledge of civil liberties and civil rights.

SSCG15 The student will explain the functions of the departments and agencies of the federal bureaucracy.

SSCG16 The student will demonstrate knowledge of the operation of the federal judiciary.

Reading Across the Curriculum

Reading Standard Comment

After the elementary years, students engage in reading for learning. This process sweeps across all disciplinary domains, extending even to the area of personal learning. Students encounter a variety of informational as well as fictional texts, and they experience text in all genres and modes of discourse. In the study of various disciplines of learning (language arts, mathematics, science, social studies), students must learn through reading the communities of discourse of each of those disciplines. Each subject has its own specific vocabulary, and for students to excel in all subjects, they must learn the specific vocabulary of those subject areas in *context*.

Beginning with the middle grades years, students begin to self-select reading materials based on personal interests established through classroom learning. Students become curious about science, mathematics, history, and literature as they form contexts for those subjects related to their personal and classroom experiences. As students explore academic areas through reading, they develop favorite subjects and become confident in their verbal discourse about those subjects.

Reading across curriculum content develops both academic and personal interests in students. As students read, they develop both content and contextual vocabulary. They also build good habits for reading, researching, and learning. The Reading Across the Curriculum standard focuses on the academic and personal skills students acquire as they read in all areas of learning.

CTAE-RC-1 Students will enhance reading in all curriculum areas by:

Reading in All Curriculum Areas

- Read a minimum of 25 grade-level appropriate books per year from a variety of subject disciplines and participate in discussions related to curricular learning in all areas.
- Read both informational and fictional texts in a variety of genres and modes of discourse.
- Read technical texts related to various subject areas.

Discussing Books

- Discuss messages and themes from books in all subject areas.
- Respond to a variety of texts in multiple modes of discourse.
- Relate messages and themes from one subject area to messages and themes in another area.
- Evaluate the merit of texts in every subject discipline.
- Examine author's purpose in writing.
- Recognize the features of disciplinary texts.

Building Vocabulary Knowledge

- Demonstrate an understanding of contextual vocabulary in various subjects.
- Use content vocabulary in writing and speaking.
- Explore understanding of new words found in subject area texts.

Establishing Context

- Explore life experiences related to subject area content.
- Discuss in both writing and speaking how certain words are subject area related.
- Determine strategies for finding content and contextual meaning for unknown words.

CTAE Foundation Skills

The Foundation Skills for Career, Technical and Agricultural Education (CTAE) are critical competencies that students pursuing any career pathway should exhibit to be successful. As core standards for all career pathways in all program concentrations, these skills link career, technical and agricultural education to the state's academic performance standards.

The CTAE Foundation Skills are aligned to the foundation of the U. S. Department of Education's 16 Career Clusters. Endorsed by the National Career Technical Education Foundation (NCTEF) and the National Association of State Directors of Career Technical Education Consortium (NASDCTEc), the foundation skills were developed from an analysis of all pathways in the sixteen occupational areas. These standards were identified and validated by a national advisory group of employers, secondary and postsecondary educators, labor associations, and other stakeholders. The Knowledge and Skills provide learners a broad foundation for managing lifelong learning and career transitions in a rapidly changing economy.

CTAE-FS-1 Technical Skills: Learners achieve technical content skills necessary to pursue the full range of careers for all pathways in the program concentration.

CTAE-FS-2 Academic Foundations: Learners achieve state academic standards at or above grade level.

CTAE-FS-3 Communications: Learners use various communication skills in expressing and interpreting information.

Implementation date
Fall 2009

CTAE-FS-4 Problem Solving and Critical Thinking: Learners define and solve problems, and use problem-solving and improvement methods and tools.

CTAE-FS-5 Information Technology Applications: Learners use multiple information technology devices to access, organize, process, transmit, and communicate information.

CTAE-FS-6 Systems: Learners understand a variety of organizational structures and functions.

CTAE-FS-7 Safety, Health and Environment: Learners employ safety, health and environmental management systems in corporations and comprehend their importance to organizational performance and regulatory compliance.

CTAE-FS-8 Leadership and Teamwork: Learners apply leadership and teamwork skills in collaborating with others to accomplish organizational goals and objectives.

CTAE-FS-9 Ethics and Legal Responsibilities: Learners commit to work ethics, behavior, and legal responsibilities in the workplace.

CTAE-FS-10 Career Development: Learners plan and manage academic-career plans and employment relations.

CTAE-FS-11 Entrepreneurship: Learners demonstrate understanding of concepts, processes, and behaviors associated with successful entrepreneurial performance.