



## Spokane Public Schools Criminal Justice Survey

<b>Course: Criminal Justice Survey</b>	<b>Total Framework Hours up to: 180 hours</b>
<b>CIP Code: 430107</b> <input type="checkbox"/> Exploratory <input checked="" type="checkbox"/> Preparatory	<b>Date Last Modified: 01-26-15</b>
<b>Career Cluster: Justice System, Criminal Law, Public Safety, Corrections &amp; Security</b>	<b>Cluster Pathway: Criminal Justice System and Law Enforcement Services</b>

### COMPONENTS AND ASSESSMENTS

- **Performance Assessments:** Identify leading practices in strengthening the integrity & ethics of public officials, police, prosecutors, and judges along with all members of the criminal justice system. Examine and apply the ethical issues relevant to the role of these professions to combat corruption. Explore and discuss the challenges facing professionals administering these standards related to the systems within the criminal justice community, government officials. Students will be able to examine and apply concepts of international and local codes of conduct.
- Analyze and discuss why important within Criminal Justice System.
- Explore and discuss various models of standards and Code of Conduct.

#### Leadership Alignment:

- Classroom Focus:
- Fish Bowl Discussions
- Capstone
- Criminal Justice scenarios
- Daily Computer Access
- Criminal Justice Website
- Assessment of interaction in diverse teams
- Community Focus:
- Guest Speaker-Local Police and Sheriff Department
- Research Paper
- Visiting criminal justice facilities
- Speakers with diverse backgrounds

#### LEARNING & INNOVATION

##### Creativity and Innovation

- Think Creatively
- Work Creatively with Others
- Implement Innovations

##### Critical Thinking and Problem Solving

- Reason Effectively
- Use Systems Thinking
- Make Judgments and Decisions

#### INFORMATION, MEDIA & TECHNOLOGY SKILLS

##### Information Literacy

- Access and /evaluate Information
- Use and Manage Information

##### Media Literacy

- Analyze Media
- Create Media Products

##### Information, Communications and Technology

#### LIFE & CAREER SKILLS

##### Flexibility and Adaptability

- Adapt to Change
- Be Flexible

##### Initiative and Self-Direction

- Manage Goals and Time
- Work Independently
- Be Self-Directed Learners

<input checked="" type="checkbox"/> Solve Problems  <b>Communication and Collaboration</b> <input type="checkbox"/> Communicate Clearly <input checked="" type="checkbox"/> Collaborate with Others	<b>(ICT Literacy)</b> <input checked="" type="checkbox"/> Apply Technology Effectively	<b>Social and Cross-Cultural</b> <input type="checkbox"/> Interact Effectively with Others <input checked="" type="checkbox"/> Work Effectively in Diverse Teams  <b>Productivity and Accountability</b> <input type="checkbox"/> Manage Projects <input checked="" type="checkbox"/> Produce Results  <b>Leadership and Responsibility</b> <input type="checkbox"/> Guide and Lead Others <input type="checkbox"/> Be Responsible to Others
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**Standards and Competencies**

**Standard/Unit 1: Ethics and Legal Responsibilities**

**Competencies** **Total Learning Hours for Unit: 10 hours**

- SP1.01** List and discuss the basic rules of ethics in the all aspects of the criminal justice professions.
- SP1.02** Practice personal, ethical behavior to demonstrate commitment to professional ethics and legal responsibilities.
- SP1.03** Display integrity in actions to demonstrate a commitment to ethical behavior in performance of job responsibilities.
- SP1.04** Identify strategies for individuals and organizations to respond to unethical and illegal actions in different workplace situations.
- SP1.05** Explain why physical fitness is critical in the criminal justice system as it relates to Integrity.
- SP1.06** Assess the benefit of being multi-lingual within the criminal justice system for cultural interaction in an ethical manner.

**Aligned Washington State Standards**

<b>Arts</b>	
<b>Educational Technology</b>	
<b>Health and Fitness</b>	
<b>Language</b>	L 11-12.3a Vary syntax for effect, consulting references (e.g., Tufte’s <i>Artful Sentences</i> ) for guidance as needed; apply an understanding of syntax to the study of complex texts when reading.
<b>Math</b>	
<b>Reading</b>	
<b>Science</b>	
<b>Social Studies</b>	4.2.2 Analyze how cultures and cultural groups have shaped the United States
<b>Speaking and Listening</b>	SL 11-12.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grades 11–12 topics, texts, and issues</i> , building on others’ ideas and expressing their own clearly and persuasively. SL 11-12.3 Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.
<b>Writing</b>	WHST 11-12.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

**COMPONENTS AND ASSESSMENTS**

**Performance Assessments:** Students will orally, and in written essays, explain the relationship of the US Constitution's 4<sup>th</sup>, 5<sup>th</sup>, 6<sup>th</sup> and 8<sup>th</sup> amendments and Washington State's Article 1, Section 7 and how they apply to criminal law. Students will orally and in writing use the appropriate vocabulary to distinguish between criminal and civil law as well as state the differences in the concepts of "malum in se" and "malum prohibitum." Students will, through oral quizzes and discussions, multiple choice tests, written definitions and/or role playing activities, distinguish among the types of crimes listed below by identifying and explaining the various elements of a crime along with resulting consequences. Crimes against persons, Crimes against property, Crimes involving Official Proceedings and Governmental Operation, Crimes involving both Property and Persons, Juveniles with the Procedures with the ability to define the proper enforcement for juveniles who violate criminal laws along with procedures for juvenile victims of crimes.

**Leadership Alignment:**  
 Classroom Focus:  
 Research Topic  
 Computer networks of the Criminal Justice system  
 Multi-Cultural Issues  
 Community Focus:  
 Guest Speaker-Local Police and Sheriff Department  
 Visiting criminal justice facilities  
 Cultural Club guest speakers

<p><b>LEARNING &amp; INNOVATION</b></p> <p><b>Creativity and Innovation</b>  <input type="checkbox"/> Think Creatively  <input checked="" type="checkbox"/> Work Creatively with Others  <input type="checkbox"/> Implement Innovations</p> <p><b>Critical Thinking and Problem Solving</b>  <input checked="" type="checkbox"/> Reason Effectively  <input type="checkbox"/> Use Systems Thinking  <input checked="" type="checkbox"/> Make Judgments and Decisions  <input checked="" type="checkbox"/> Solve Problems</p> <p><b>Communication and Collaboration</b>  <input checked="" type="checkbox"/> Communicate Clearly  <input checked="" type="checkbox"/> Collaborate with Others</p>	<p><b>INFORMATION, MEDIA &amp; TECHNOLOGY SKILLS</b></p> <p><b>Information Literacy</b>  <input checked="" type="checkbox"/> Access and /evaluate Information  <input checked="" type="checkbox"/> Use and Manage Information</p> <p><b>Media Literacy</b>  <input checked="" type="checkbox"/> Analyze Media  <input checked="" type="checkbox"/> Create Media Products</p> <p><b>Information, Communications and Technology (ICT Literacy)</b>  <input checked="" type="checkbox"/> Apply Technology Effectively</p>	<p><b>LIFE &amp; CAREER SKILLS</b></p> <p><b>Flexibility and Adaptability</b>  <input checked="" type="checkbox"/> Adapt to Change  <input type="checkbox"/> Be Flexible</p> <p><b>Initiative and Self-Direction</b>  <input type="checkbox"/> Manage Goals and Time  <input type="checkbox"/> Work Independently  <input type="checkbox"/> Be Self-Directed Learners</p> <p><b>Social and Cross-Cultural</b>  <input type="checkbox"/> Interact Effectively with Others  <input type="checkbox"/> Work Effectively in Diverse Teams</p> <p><b>Productivity and Accountability</b>  <input type="checkbox"/> Manage Projects  <input type="checkbox"/> Produce Results</p> <p><b>Leadership and Responsibility</b>  <input type="checkbox"/> Guide and Lead Others  <input type="checkbox"/> Be Responsible to Others</p>
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**Standard/Unit 2: Constitutional Law, Washington State Statutes, Criminal Law**

**Competencies** **Total Learning Hours for Unit: 15 hours**

- SP2.01** Explain US Constitution's Fourth, fifth, sixth, eighth amendments with regards to criminal law
- SP2.02** Identify and explain Washington State's Article 1, Section 7
- SP2.03** Describe and explain criminal procedures, substantive law, procedural law and the legal concept of "corpus delicti."
- SP2.XX** Explain the Spirit of the Law vs the Letter of the Law concept

- SP2.04** Explain basic differences between criminal and civil law. Distinguish the concepts of “malum in se” and “malum prohibitum”
- SP2.05** Distinguish between misdemeanors, gross misdemeanors and felonies.
- SP2.06** Define anticipatory offenses—criminal intent, criminal solicitation, criminal conspiracy
- SP2.XX Demonstrate how co-mission & omission are part of criminal law**
- SP2.07** Working knowledge of basic culpability factors found in criminal law including intent, substantial risk, and criminal negligence

Crimes Against Persons

- SP2.08** Identify the elements of criminal crimes involving dangerous weapons
- SP2.09** Explain the criminal statutes relating to possession and purchase of weapons and firearms
- SP2.10** Define types of assault/physical harm
- SP2.11** Define kidnapping, custodial interference, unlawful imprisonment
- SP2.12** Understand elements of sexual offenses
- SP2.13** Understand crime of bullying and harassment
- SP2.14** Define extortion
- SP2.15** Define domestic violence and understand coordinated response by criminal justice system
- SP2.16** Identify elements of indecent exposure, prostitution, promoting prostitution and permitting prostitution
- SP2.17** Recognize indications of child abuse and identify reporting procedures

Crimes Against Property

- SP2.18** Define elements of arson, reckless burning and malicious mischief
- SP2.19** Distinguish between burglary and trespass including vehicle prowling and computer trespass
- SP2.20** Define robbery
- SP2.21** Identify common crimes associated with possession, distribution and use of alcoholic beverages
- SP2.22** Understand Uniform Controlled Substance Act including crime of possession and deliver of controlled substance

Crimes Involving Official Proceedings and Governmental Operation

- SP2.23** Define elements of bribery, requesting unlawful compensation, bribing a witness, intimidation of a witness, tampering with a witness
- SP2.24** Explain elements of obstructing, refusing to summon aid for peace officer, resisting arrest, escape, rendering criminal assistance

Crimes Involving both Property and People

- SP2.25** Identify elements of riot, failure to disperse and disorderly conduct.
- SP2.26** Identify actions by landlord and tenants which are considered civil or criminal violations
- SP2.27** Identify crimes of forgery and criminal impersonations
- SP2.28** Demonstrate an understanding of terrorism as it relates to the duties of a criminal justice officer.

Juvenile Law and Procedures

- SP2.29** Define proper procedures in enforcing laws pertaining to juveniles including jurisdiction of juvenile court.

***Aligned Washington State Standards***

<b>Arts</b>	
<b>Educational Technology</b>	
<b>Health and Fitness</b>	
<b>Language</b>	L 11-12.3a Vary syntax for effect, consulting references (e.g., Tufte’s <i>Artful Sentences</i> ) for guidance as needed; apply an understanding of syntax to the study of complex texts when reading.
<b>Math</b>	
<b>Reading</b>	<p>RST 11-12 1: Cite specific textual evidence to support analysis of science and technical texts, attending to important distinctions the author makes and to any gaps or inconsistencies in the account.</p> <p>RST 11-12 7: Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem.</p> <p>RST 11-12 8: Evaluate the hypotheses, data, analysis, and conclusions in a science or technical text, verifying the data when possible and corroborating or challenging conclusions with other sources of information.</p>

<b>Science</b>	
<b>Social Studies</b>	4.2.1: Evaluates how individuals and movements have shaped contemporary world issues 4.2.2 Analyze how cultures and cultural groups have shaped the United States
<b>Speaking and Listening</b>	SL 11-12.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grades 11–12 topics, texts, and issues</i> , building on others' ideas and expressing their own clearly and persuasively. SL 11-12.3 Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.
<b>Writing</b>	WHST 11-12.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

**COMPONENTS AND ASSESSMENTS**

**Performance Assessments:** Students will discuss the reasons and techniques for good public relations involving community policing by law enforcement officials. In group settings, students will articulate and practice verbal and non-verbal interpersonal and conflict management techniques while collaborating on projects and work responsibilities.  
Students will orally describe the diversity within a community, including the mental illness, alcohol and drug abuse, and the physically impaired, by orally describing the characteristics of each and the possible problems they present to criminal justice personnel.  
Students will correctly write a police report.

**Leadership Alignment:**

Classroom Focus:  
Process Crime Scenes  
Guest Speaker-Local Police and Sheriff Department  
Community Focus:  
Proficiency from visiting court systems and judicial personnel talk  
Fish Bowl Discussions

**LEARNING & INNOVATION**

**Creativity and Innovation**

- Think Creatively
- Work Creatively with Others
- Implement Innovations

**Critical Thinking and Problem Solving**

- Reason Effectively
- Use Systems Thinking
- Make Judgments and Decisions
- Solve Problems

**Communication and Collaboration**

- Communicate Clearly
- Collaborate with Others

**INFORMATION, MEDIA & TECHNOLOGY SKILLS**

**Information Literacy**

- Access and /evaluate Information
- Use and Manage Information

**Media Literacy**

- Analyze Media
- Create Media Products

**Information, Communications and Technology (ICT Literacy)**

- Apply Technology Effectively

**LIFE & CAREER SKILLS**

**Flexibility and Adaptability**

- Adapt to Change
- Be Flexible

**Initiative and Self-Direction**

- Manage Goals and Time
- Work Independently
- Be Self-Directed Learners

**Social and Cross-Cultural**

- Interact Effectively with Others
- Work Effectively in Diverse Teams

**Productivity and Accountability**

- Manage Projects
- Produce Results

**Leadership and Responsibility**

- Guide and Lead Others
- Be Responsible to Others

**Standard/Unit 3: Interpersonal and Communication Skills**

**Competencies**

**Total Learning Hours for Unit: 20 hours**

- SP3.01** Describe the importance of good public relations techniques in performing the criminal justice functions.
- SP3.02** Criminal Justice personnel and public relations techniques
- SP3.03** Demonstrate interpersonal skills including listening and nonverbal communication
- SP3.04** Understand techniques designed to generate voluntary compliance utilizing the concepts of respect and empathy.
- SP3.05** Recognize when to move from verbal to other appropriate force options.
- SP3.06** Use conflict management techniques of escalation vs de-escalation
- SP3.07** Demonstrate principals of and incorporate proper information into police report writing along with the implications of good vs bad reporting
- SP3.08** Take on leadership responsibilities to demonstrate the knowledge and skills to collaborate in projects and work activities
- SP3.09** Demonstrate the knowledge and skills to collaborate in projects and work activities
- SP3.10** Diversity Awareness
- SP3.11** Explain concerns of ethnic and cultural groups
- SP3.12** Explain methods of how to interact with mentally impaired persons, how to respond to people with mental issues and when intervention is warranted.
- SP3.13** Explain and identify the methods to interact with alcohol and drug abusers/specifically de-escalation techniques
- SP3.14** Demonstrate basic procedures of radio communications
- SP3.15** Explain how physical fitness is a component of conflict management and assists in de-escalation.
- SP3.16** Comprehend why a multi lingual criminal justice person can de-escalate a confrontation.

***Aligned Washington State Standards***

<b>Arts</b>	
<b>Educational Technology</b>	
<b>Health and Fitness</b>	
<b>Language</b>	L 11-12.3a Vary syntax for effect, consulting references (e.g., Tufte’s <i>Artful Sentences</i> ) for guidance as needed; apply an understanding of syntax to the study of complex texts when reading.
<b>Math</b>	
<b>Reading</b>	RST 11-12 1: Cite specific textual evidence to support analysis of science and technical texts, attending to important distinctions the author makes and to any gaps or inconsistencies in the account. RST 11-12 7: Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem. RST 11-12 8: Evaluate the hypotheses, data, analysis, and conclusions in a science or technical text, verifying the data when possible and corroborating or challenging conclusions with other sources of information.
<b>Science</b>	
<b>Social Studies</b>	
<b>Speaking and Listening</b>	WHST 1 Write arguments focused on discipline-specific content. WHST 4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. WHST 6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information. WHST 7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation WHST 9 Draw evidence from informational texts to support analysis, reflection, and research

Writing		
<b>COMPONENTS AND ASSESSMENTS</b>		
<b>Performance Assessments:</b> Students will be able to orally explain the relationship of “use of force” and physical fitness. Students will describe why being physically fit in any career is important as well as personal health consequences if not maintained. Students will be exposed to the current standard of a law enforcement physical fitness test.		
<b>Leadership Alignment:</b> Fish Bowl Discussions Guest Speaker-Local Police and Sheriff Department Capstone project work Criminal Justice scenarios Daily Computer Access Assessment of interaction in diverse teams Community Focus: Research Paper Visiting criminal justice facilities Speakers with diverse backgrounds		
<b>LEARNING &amp; INNOVATION</b>  <b>Creativity and Innovation</b> <input type="checkbox"/> Think Creatively <input checked="" type="checkbox"/> Work Creatively with Others <input type="checkbox"/> Implement Innovations  <b>Critical Thinking and Problem Solving</b> <input checked="" type="checkbox"/> Reason Effectively <input type="checkbox"/> Use Systems Thinking <input checked="" type="checkbox"/> Make Judgments and Decisions <input checked="" type="checkbox"/> Solve Problems  <b>Communication and Collaboration</b> <input checked="" type="checkbox"/> Communicate Clearly <input checked="" type="checkbox"/> Collaborate with Others	<b>INFORMATION, MEDIA &amp; TECHNOLOGY SKILLS</b>  <b>Information Literacy</b> <input checked="" type="checkbox"/> Access and /evaluate Information <input checked="" type="checkbox"/> Use and Manage Information  <b>Media Literacy</b> <input type="checkbox"/> Analyze Media <input type="checkbox"/> Create Media Products  <b>Information, Communications and Technology (ICT Literacy)</b> <input checked="" type="checkbox"/> Apply Technology Effectively	<b>LIFE &amp; CAREER SKILLS</b>  <b>Flexibility and Adaptability</b> <input checked="" type="checkbox"/> Adapt to Change <input type="checkbox"/> Be Flexible  <b>Initiative and Self-Direction</b> <input type="checkbox"/> Manage Goals and Time <input type="checkbox"/> Work Independently <input type="checkbox"/> Be Self-Directed Learners  <b>Social and Cross-Cultural</b> <input type="checkbox"/> Interact Effectively with Others <input type="checkbox"/> Work Effectively in Diverse Teams  <b>Productivity and Accountability</b> <input type="checkbox"/> Manage Projects <input type="checkbox"/> Produce Results  <b>Leadership and Responsibility</b> <input type="checkbox"/> Guide and Lead Others <input type="checkbox"/> Be Responsible to Others
<b>Standards and Competencies</b>		
<b>Standard/Unit 4: Physical Fitness</b>		
<b>Competencies</b>	<b>Total Learning Hours for Unit: 2 hours</b>	
<b>SP4.01</b> 300 Meter Run <b>SP4.02</b> Push-ups <b>SP4.03</b> Sit-ups (timed) <b>SP4.04</b> Mile run/walk <b>SP4.05</b> Develop fundamental and complex movement skills as developmentally appropriate.		

**SP4.06** Safely participate in a variety of developmentally appropriate physical activities.

**SP4.07** Explain the concept of control and prevention of disease.

**SP4.08** Acquire skills to live safely and reduce health risks.

***Aligned Washington State Standards***

<b>Arts</b>	
<b>Educational Technology</b>	
<b>Health and Fitness</b>	
<b>Language</b>	
<b>Math</b>	
<b>Reading</b>	
<b>Science</b>	
<b>Social Studies</b>	
<b>Speaking and Listening</b>	
<b>Writing</b>	

**COMPONENTS AND ASSESSMENTS**

**Performance Assessments:** Students discuss and maintain a safe work environment within the classroom including appropriate hazardous materials, OSHA and WISHA policies and procedures.

Students will accurately assess an emergency situation and articulate the appropriate response.

**Leadership Alignment:**

Fish Bowl Discussions

Capstone Project

Criminal Justice scenarios

Daily Computer Access

Criminal Justice Website

Community Focus:

Guest Speaker-Local Police and Sheriff Department

Visiting criminal justice facilities

Speakers with diverse backgrounds

**LEARNING & INNOVATION**

**Creativity and Innovation**

- Think Creatively
- Work Creatively with Others
- Implement Innovations

**Critical Thinking and Problem Solving**

- Reason Effectively
- Use Systems Thinking
- Make Judgments and Decisions
- Solve Problems

**Communication and Collaboration**

- Communicate Clearly
- Collaborate with Others

**INFORMATION, MEDIA & TECHNOLOGY SKILLS**

**Information Literacy**

- Access and /evaluate Information
- Use and Manage Information

**Media Literacy**

- Analyze Media
- Create Media Products

**Information, Communications and Technology (ICT Literacy)**

- Apply Technology Effectively

**LIFE & CAREER SKILLS**

**Flexibility and Adaptability**

- Adapt to Change
- Be Flexible

**Initiative and Self-Direction**

- Manage Goals and Time
- Work Independently
- Be Self-Directed Learners

**Social and Cross-Cultural**

- Interact Effectively with Others
- Work Effectively in Diverse Teams

**Productivity and Accountability**

- Manage Projects



		<input type="checkbox"/> Produce Results <b>Leadership and Responsibility</b> <input type="checkbox"/> Guide and Lead Others <input type="checkbox"/> Be Responsible to Others
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**Standards and Competencies**

**Standard/Unit 5: Safety, Health and Environmental**

**Competencies**

**Total Learning Hours for Unit: 2 hours**

**SP5.01** Maintain a safe work environment

**SP5.02** Discuss the safety, health and environmental responsibilities of those in Law, Public Safety and Security professions

**SP5.03** First Responder Techniques

**SP5.04** Health issues that First Responders encounter most often

**Aligned Washington State Standards**

<b>Arts</b>	
<b>Educational Technology</b>	
<b>Health and Fitness</b>	
<b>Language</b>	
<b>Math</b>	
<b>Reading</b>	RST 11-12 1: Cite specific textual evidence to support analysis of science and technical texts, attending to important distinctions the author makes and to any gaps or inconsistencies in the account. RST 11-12 7: Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem. RST 11-12 8: Evaluate the hypotheses, data, analysis, and conclusions in a science or technical text, verifying the data when possible and corroborating or challenging conclusions with other sources of information.
<b>Science</b>	
<b>Social Studies</b>	
<b>Speaking and Listening</b>	SL 11-12.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grades 11–12 topics, texts, and issues</i> , building on others' ideas and expressing their own clearly and persuasively. SL 11-12.3 Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.
<b>Writing</b>	WHST 11-12.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

**COMPONENTS AND ASSESSMENTS**

**Performance Assessments:** After researching via internet, newspapers, magazines and guest speaker lectures, students will articulate though written and oral presentations, discussions and/or scenarios, the philosophies of the various components of the criminal justice system. Students will also demonstrate those procedures incorporating accompanying note-taking, note-assessment, problem-solving and conflict resolution skills.

**Leadership Alignment:**  
Fish Bowl Discussions  
Capstone Project Research  
Criminal Justice scenarios

Daily Computer Access  
 Criminal Justice Website  
 Community Focus:  
 Guest Speaker-Local Police and Sheriff Department  
 Visiting criminal justice facilities  
 Speakers with diverse backgrounds

**LEARNING & INNOVATION**

**Creativity and Innovation**  
 Think Creatively  
 Work Creatively with Others  
 Implement Innovations

**Critical Thinking and Problem Solving**  
 Reason Effectively  
 Use Systems Thinking  
 Make Judgments and Decisions  
 Solve Problems

**Communication and Collaboration**  
 Communicate Clearly  
 Collaborate with Others

**INFORMATION, MEDIA & TECHNOLOGY SKILLS**

**Information Literacy**  
 Access and /evaluate Information  
 Use and Manage Information

**Media Literacy**  
 Analyze Media  
 Create Media Products

**Information, Communications and Technology (ICT Literacy)**  
 Apply Technology Effectively

**LIFE & CAREER SKILLS**

**Flexibility and Adaptability**  
 Adapt to Change  
 Be Flexible

**Initiative and Self-Direction**  
 Manage Goals and Time  
 Work Independently  
 Be Self-Directed Learners

**Social and Cross-Cultural**  
 Interact Effectively with Others  
 Work Effectively in Diverse Teams

**Productivity and Accountability**  
 Manage Projects  
 Produce Results

**Leadership and Responsibility**  
 Guide and Lead Others  
 Be Responsible to Others

**Standards and Competencies**

**Standard/Unit 7: Patrol Procedures**

**Competencies** | **Total Learning Hours for Unit: 16 hours**

- SP7.01** Identify basic procedures necessary to prepare for patrol.
- SP7.02** Describe the principles and philosophies of community policing.
- SP7.03** Describe patrol officer's role in community policing.
- SP7.05** Identify different types of patrol, their advantages and disadvantages, and patrol hazards.
- SP7.06** Describe visual perception, discrimination and observation techniques and beat familiarization techniques.
- SP7.07** Describe officer survival considerations
- SP7.08** Explain officer's role and goals sought by enforcement of traffic laws. (a) licensing (b) vehicle registration (c) insurance
- SP7.09** Apply critical thinking and problem solving skills to make informed and reasoned decisions.

**Aligned Washington State Standards**

<b>Arts</b>	
<b>Educational Technology</b>	
<b>Health and Fitness</b>	
<b>Language</b>	L 11-12.3a Vary syntax for effect, consulting references (e.g., Tufte's <i>Artful Sentences</i> ) for guidance as needed; apply an understanding of syntax to the study of complex texts when reading.

<b>Math</b>	
<b>Reading</b>	RST 11-12 3: Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks; analyze the specific results based on explanations in the text.
<b>Science</b>	
<b>Social Studies</b>	4.2.1: Evaluates how individuals and movements have shaped contemporary world issues 4.2.2 Analyze how cultures and cultural groups have shaped the United States
<b>Speaking and Listening</b>	
<b>Writing</b>	

**COMPONENTS AND ASSESSMENTS**

**Performance Assessments:** Through reading, discussions and/or scenarios, students will orally identify, define and explain the correct procedures for field contacts, field interviews and protective frisks incorporating the constitutional issues when performing such duties.  
As a part of the process court cases will be reviewed, court proceedings will be attended and mock crime and traffic scenes will be analyzed and/or performed. Students will also demonstrate those procedures incorporating accompanying note-taking, note-assessment, problem-solving and conflict resolution skills.

**Leadership Alignment:**

Classroom Focus:  
Crime Scene Investigations & Mock Trials  
Community Focus:  
Process crime scenes & Visit local courts

<b>LEARNING &amp; INNOVATION</b>	<b>INFORMATION, MEDIA &amp; TECHNOLOGY SKILLS</b>	<b>LIFE &amp; CAREER SKILLS</b>
<p><b>Creativity and Innovation</b></p> <p><input type="checkbox"/> Think Creatively <input checked="" type="checkbox"/> Work Creatively with Others <input type="checkbox"/> Implement Innovations</p> <p><b>Critical Thinking and Problem Solving</b></p> <p><input checked="" type="checkbox"/> Reason Effectively <input type="checkbox"/> Use Systems Thinking <input checked="" type="checkbox"/> Make Judgments and Decisions <input checked="" type="checkbox"/> Solve Problems</p> <p><b>Communication and Collaboration</b></p> <p><input type="checkbox"/> Communicate Clearly <input checked="" type="checkbox"/> Collaborate with Others</p>	<p><b>Information Literacy</b></p> <p><input checked="" type="checkbox"/> Access and /evaluate Information <input type="checkbox"/> Use and Manage Information</p> <p><b>Media Literacy</b></p> <p><input type="checkbox"/> Analyze Media <input type="checkbox"/> Create Media Products</p> <p><b>Information, Communications and Technology (ICT Literacy)</b></p> <p><input checked="" type="checkbox"/> Apply Technology Effectively</p>	<p><b>Flexibility and Adaptability</b></p> <p><input checked="" type="checkbox"/> Adapt to Change <input type="checkbox"/> Be Flexible</p> <p><b>Initiative and Self-Direction</b></p> <p><input type="checkbox"/> Manage Goals and Time <input type="checkbox"/> Work Independently <input type="checkbox"/> Be Self-Directed Learners</p> <p><b>Social and Cross-Cultural</b></p> <p><input type="checkbox"/> Interact Effectively with Others <input checked="" type="checkbox"/> Work Effectively in Diverse Teams</p> <p><b>Productivity and Accountability</b></p> <p><input type="checkbox"/> Manage Projects <input checked="" type="checkbox"/> Produce Results</p> <p><b>Leadership and Responsibility</b></p> <p><input type="checkbox"/> Guide and Lead Others <input type="checkbox"/> Be Responsible to Others</p>

**Standards and Competencies**

**Standard/Unit 8: Procedures for Field Contacts/Field Interviews/Protective Frisk**

**Competencies**

**Total Learning Hours for Unit: 20 hours**

**SP8.01** Identify the principles of (a) social contact, (b) community caretaking contract (c) "Terry Stop" and include limits on officers and citizens' actions

**SP8.02** Identify main purpose of field interview

**SP8.03** Identify when a protective frisk may be used and the limits imposed upon officers while conducting protective frisks.  
**SP8.04** Explain significant case law regarding protective frisks (i.e. Seattle v. Hall; Terry V. Ohio)  
**SP8.05** Define the legal requirements, limits and scope of extending a frisk to packages and vehicles.  
**SP9.06** Describe risks associated with field interview  
**SP9.07** Comprehend the US Constitution and court decisions use in Field Contacts & Field Interviews.

***Aligned Washington State Standards***

<b>Arts</b>	
<b>Educational Technology</b>	
<b>Health and Fitness</b>	
<b>Language</b>	L 11-12.3a Vary syntax for effect, consulting references (e.g., Tufte's <i>Artful Sentences</i> ) for guidance as needed; apply an understanding of syntax to the study of complex texts when reading.
<b>Math</b>	
<b>Reading</b>	RST 11-12 3: Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks; analyze the specific results based on explanations in the text. RST 11-12 7: Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem.
<b>Science</b>	
<b>Social Studies</b>	4.2.1: Evaluates how individuals and movements have shaped contemporary world issues 4.2.2 Analyze how cultures and cultural groups have shaped the United States
<b>Speaking and Listening</b>	
<b>Writing</b>	

**COMPONENTS AND ASSESSMENTS**

**Performance Assessments:** Students will define and identify, through discussion and research, correct procedures for arrest and search & seizure to include the federal & state constitutional issues along with the ethical concerns in reporting the arrest, search & Seizure. As a part of the process and, as appropriate, court cases will be reviewed, court proceedings will be attended and mock scenes will be analyzed. Students will also demonstrate those procedures incorporating accompanying note-taking, note-assessment, problem-solving and conflict resolution skills.

**Leadership Alignment:**  
 Fish Bowl Discussions  
 Capstone Research Project  
 Criminal Justice scenarios  
 Daily Computer Access  
 Criminal Justice Website  
 Assessment of interaction in diverse teams  
 Community Focus:  
 Guest Speaker-Local Police and Sheriff Department  
 Visiting criminal justice facilities  
 Speakers with diverse backgrounds

<p><b>LEARNING &amp; INNOVATION</b></p> <p><b>Creativity and Innovation</b></p> <input type="checkbox"/> Think Creatively <input checked="" type="checkbox"/> Work Creatively with Others <input type="checkbox"/> Implement Innovations	<p><b>INFORMATION, MEDIA &amp; TECHNOLOGY SKILLS</b></p> <p><b>Information Literacy</b></p> <input checked="" type="checkbox"/> Access and /evaluate Information <input checked="" type="checkbox"/> Use and Manage Information <p><b>Media Literacy</b></p>	<p><b>LIFE &amp; CAREER SKILLS</b></p> <p><b>Flexibility and Adaptability</b></p> <input checked="" type="checkbox"/> Adapt to Change <input type="checkbox"/> Be Flexible <p><b>Initiative and Self-Direction</b></p>
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<p><b>Critical Thinking and Problem Solving</b></p> <p><input checked="" type="checkbox"/> Reason Effectively  <input type="checkbox"/> Use Systems Thinking  <input checked="" type="checkbox"/> Make Judgments and Decisions  <input checked="" type="checkbox"/> Solve Problems</p> <p><b>Communication and Collaboration</b></p> <p><input type="checkbox"/> Communicate Clearly  <input checked="" type="checkbox"/> Collaborate with Others</p>	<p><input type="checkbox"/> Analyze Media  <input type="checkbox"/> Create Media Products</p> <p><b>Information, Communications and Technology (ICT Literacy)</b></p> <p><input checked="" type="checkbox"/> Apply Technology Effectively</p>	<p><input type="checkbox"/> Manage Goals and Time  <input type="checkbox"/> Work Independently  <input type="checkbox"/> Be Self-Directed Learners</p> <p><b>Social and Cross-Cultural</b></p> <p><input type="checkbox"/> Interact Effectively with Others  <input checked="" type="checkbox"/> Work Effectively in Diverse Teams</p> <p><b>Productivity and Accountability</b></p> <p><input type="checkbox"/> Manage Projects  <input type="checkbox"/> Produce Results</p> <p><b>Leadership and Responsibility</b></p> <p><input type="checkbox"/> Guide and Lead Others  <input type="checkbox"/> Be Responsible to Others</p>
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**Standards and Competencies**

**Standard/Unit 9: Arrest/Search/Seizure**

**Competencies**

**Total Learning Hours for Unit: 20 hours**

- SP9.01** Identify dangers involved in making arrests.
- SP9.02** Describe techniques for planning and making an arrest
- SP9.03** Identify guidelines for safely searching and securing an arrestee.
- SP9.04.** Define Use of force concept and how applied.
- SP9.05** Explain laws of arrest, law enforcement officers' right and duty to make an arrest, and legal show-ups/line-ups
- SP9.06** Define levels of contact, detention and custody
- SP9.07** Explain RCW10.31.100
- SP9.08** Identify and explain the concept of fresh or hot pursuit to include its application and limitations
- SP9.10** Become familiar with techniques of making different types of vehicle stops (traffic, high-risk/felony)
- SP9.11** Explain probable cause and burden of proof.
- SP9.12** Explain how physical fitness correlates to "Use of Force."
- SP9.13** Comprehend how "Verbal Judo" can de-escalate the need for Use of Force.

**Aligned Washington State Standards**

<b>Arts</b>		
<b>Educational Technology</b>	EALR 1.3	Investigate and think critically: Research and manage and evaluate information and solve problems using digital tools and resources
	EALR 2.3	Select and use applications: Use productivity tools and common applications effectively and constructively
<b>Health and Fitness</b>		
<b>Language</b>	L 11-12.3a	Vary syntax for effect, consulting references (e.g., Tufte's <i>Artful Sentences</i> ) for guidance as needed; apply an understanding of syntax to the study of complex texts when reading.
<b>Math</b>		
<b>Reading</b>	RST 11-12 3:	Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks; analyze the specific results based on explanations in the text.
<b>Science</b>		
<b>Social Studies</b>	4.2.1: Evaluates how individuals and movements have shaped contemporary world issues	
	4.2.2 Analyze how cultures and cultural groups have shaped the United States	

<b>Speaking and Listening</b>		
<b>Writing</b>		
<b>COMPONENTS AND ASSESSMENTS</b>		
<p><b>Performance Assessments:</b> Students will discuss the prerequisites for application of case law “Miranda Warning”, and why the “Miranda” decision exists, as well as explain the relationship to Washington Criminal Court Rule 3.1. Through discussions and/or scenarios, students will demonstrate the procedures for custodial Interrogation including the prerequisites for “Miranda Warning.”</p>		
<p><b>Leadership Alignment:</b>          Fish Bowl Discussions          Capstone Research Project          Criminal Justice scenarios          Daily Computer Access          Criminal Justice Website          Assessment of interaction in diverse teams          Community Focus:          Guest Speaker-Local Police and Sheriff Department          Visiting criminal justice facilities          Speakers with diverse backgrounds</p>		
<p><b>LEARNING &amp; INNOVATION</b></p> <p><b>Creativity and Innovation</b>  <input type="checkbox"/> Think Creatively  <input checked="" type="checkbox"/> Work Creatively with Others  <input type="checkbox"/> Implement Innovations</p> <p><b>Critical Thinking and Problem Solving</b>  <input checked="" type="checkbox"/> Reason Effectively  <input type="checkbox"/> Use Systems Thinking  <input checked="" type="checkbox"/> Make Judgments and Decisions  <input checked="" type="checkbox"/> Solve Problems</p> <p><b>Communication and Collaboration</b>  <input type="checkbox"/> Communicate Clearly  <input checked="" type="checkbox"/> Collaborate with Others</p>	<p><b>INFORMATION, MEDIA &amp; TECHNOLOGY SKILLS</b></p> <p><b>Information Literacy</b>  <input checked="" type="checkbox"/> Access and /evaluate Information  <input checked="" type="checkbox"/> Use and Manage Information</p> <p><b>Media Literacy</b>  <input type="checkbox"/> Analyze Media  <input checked="" type="checkbox"/> Create Media Products</p> <p><b>Information, Communications and Technology (ICT Literacy)</b>  <input checked="" type="checkbox"/> Apply Technology Effectively</p>	<p><b>LIFE &amp; CAREER SKILLS</b></p> <p><b>Flexibility and Adaptability</b>  <input checked="" type="checkbox"/> Adapt to Change  <input type="checkbox"/> Be Flexible</p> <p><b>Initiative and Self-Direction</b>  <input type="checkbox"/> Manage Goals and Time  <input type="checkbox"/> Work Independently  <input type="checkbox"/> Be Self-Directed Learners</p> <p><b>Social and Cross-Cultural</b>  <input type="checkbox"/> Interact Effectively with Others  <input checked="" type="checkbox"/> Work Effectively in Diverse Teams</p> <p><b>Productivity and Accountability</b>  <input type="checkbox"/> Manage Projects  <input type="checkbox"/> Produce Results</p> <p><b>Leadership and Responsibility</b>  <input type="checkbox"/> Guide and Lead Others  <input type="checkbox"/> Be Responsible to Others</p>
<b>Standards and Competencies</b>		
<b>Standard/Unit 10: Procedures for Custodial Interrogation</b>		
<b>Competencies</b>	<b>Total Learning Hours for Unit: 10 hours</b>	
<p><b>SP10.01</b> Demonstrate a thorough understanding of the Miranda decision, the scope of its application to custodial interrogations as well as an understanding of Washington Criminal Court Rule 3.1—Right to and Assignment of Lawyer</p> <p><b>SP10.02</b> Identify the prerequisites for application of Miranda warnings.</p>		

- SP10.03** Review and discuss the individual warnings.
- SP10.04** Identify and discuss actual and implied waivers, their meaning and their limitations.
- SP10.05** Outline the process of obtaining a waiver of rights.
- SP10.06** Identify and discuss reinitiating of contact after the invocation of the right to silence.
- SP10.07** Identify the prerequisites and procedures for enacting WA Criminal Court Rule 3.1
- SP10.08** Describe why the “Miranda Warning” is to be given in the native language of the person being interviewed

***Aligned Washington State Standards***

<b>Arts</b>	
<b>Educational Technology</b>	EALR 1.3 Investigate and think critically: Research and manage and evaluate information and solve problems using digital tools and resources
	EALR 2.3 Select and use applications: Use productivity tools and common applications effectively and constructively
<b>Health and Fitness</b>	
<b>Language</b>	L 11-12.3a Vary syntax for effect, consulting references (e.g., Tufte’s <i>Artful Sentences</i> ) for guidance as needed; apply an understanding of syntax to the study of complex texts when reading.
<b>Math</b>	
<b>Reading</b>	
<b>Science</b>	
<b>Social Studies</b>	4.2.1: Evaluates how individuals and movements have shaped contemporary world issues 4.2.2 Analyze how cultures and cultural groups have shaped the United States
<b>Speaking and Listening</b>	
<b>Writing</b>	

**COMPONENTS AND ASSESSMENTS**

**Performance Assessments:** Participants will write a pre & post reflection paper explaining Trans-National Criminal crimes along with international efforts to combat those crimes. Students will write how they are involved in combating corruption in their country. This activity will help students identify a cultural foundation to incorporate in appropriate case studies and practical exercises.

- Leadership Alignment:**  
 Fish Bowl Discussions  
 Capstone Research Project  
 Daily Computer Access  
 Criminal Justice Website  
 Assessment of interaction in diverse teams

<p><b>LEARNING &amp; INNOVATION</b></p> <p><b>Creativity and Innovation</b>  <input type="checkbox"/> Think Creatively  <input checked="" type="checkbox"/> Work Creatively with Others  <input type="checkbox"/> Implement Innovations</p> <p><b>Critical Thinking and Problem Solving</b>  <input type="checkbox"/> Reason Effectively  <input type="checkbox"/> Use Systems Thinking  <input checked="" type="checkbox"/> Make Judgments and Decisions  <input checked="" type="checkbox"/> Solve Problems</p>	<p><b>INFORMATION, MEDIA &amp; TECHNOLOGY SKILLS</b></p> <p><b>Information Literacy</b>  <input checked="" type="checkbox"/> Access and /evaluate Information  <input checked="" type="checkbox"/> Use and Manage Information</p> <p><b>Media Literacy</b>  <input type="checkbox"/> Analyze Media  <input checked="" type="checkbox"/> Create Media Products</p> <p><b>Information, Communications and Technology (ICT Literacy)</b>  <input checked="" type="checkbox"/> Apply Technology Effectively</p>	<p><b>LIFE &amp; CAREER SKILLS</b></p> <p><b>Flexibility and Adaptability</b>  <input checked="" type="checkbox"/> Adapt to Change  <input type="checkbox"/> Be Flexible</p> <p><b>Initiative and Self-Direction</b>  <input type="checkbox"/> Manage Goals and Time  <input type="checkbox"/> Work Independently  <input type="checkbox"/> Be Self-Directed Learners</p> <p><b>Social and Cross-Cultural</b>  <input type="checkbox"/> Interact Effectively with Others</p>
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<b>Communication and Collaboration</b> <input type="checkbox"/> Communicate Clearly <input checked="" type="checkbox"/> Collaborate with Others		<input type="checkbox"/> Work Effectively in Diverse Teams <b>Productivity and Accountability</b> <input type="checkbox"/> Manage Projects <input type="checkbox"/> Produce Results <b>Leadership and Responsibility</b> <input type="checkbox"/> Guide and Lead Others <input type="checkbox"/> Be Responsible to Others
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**Standards and Competencies**

**Standard/Unit 11: Transnational Crime**

**Competencies**

**Total Learning Hours for Unit: 10 hours**

- SP11.01 Discuss the criminological origins of concepts of Transnational Crime Organizations (TOC).
- SP11.02 Identify terms of transnational crime and criminal activities and how they evolved.
- SP11.03 Define the economical and cultural impact transnational crime has on systems of justice.
- SP11.04 Compare and contrast transnational criminal justice concepts and perspectives.
- SP11.05 Identify and discuss policy and perspective issues that impact Transnational Criminal Organizations (TCO).
- SP11.06 Examine Intelligence Leading Policing for TCO.
- SP11.07 Examine Problem Oriented Policing for TCO.
- SP11.08 Examine Goal Oriented Policing for TCO.
- SP11.09 Identify the critical need of understanding language of various cultures or nations.
- SP11.10 Use critical reading skills needed to comprehend international treaties and justice concepts.

**Aligned Washington State Standards**

<b>Arts</b>	
<b>Educational Technology</b>	
<b>Health and Fitness</b>	
<b>Language</b>	L 11-12.3a Vary syntax for effect, consulting references (e.g., Tufte's <i>Artful Sentences</i> ) for guidance as needed; apply an understanding of syntax to the study of complex texts when reading.
<b>Math</b>	
<b>Reading</b>	RST 11-12 1: Cite specific textual evidence to support analysis of science and technical texts, attending to important distinctions the author makes and to any gaps or inconsistencies in the account. RST 11-12 7: Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem. RST 11-12 8: Evaluate the hypotheses, data, analysis, and conclusions in a science or technical text, verifying the data when possible and corroborating or challenging conclusions with other sources of information.
<b>Science</b>	
<b>Social Studies</b>	4.2.3 Evaluates the ethics and future uses of technology based on how technology has shaped history.
<b>Speaking and Listening</b>	SL 11-12.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grades 11–12 topics, texts, and issues</i> , building on others' ideas and expressing their own clearly and persuasively. SL 11-12.3 Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.
<b>Writing</b>	WHST 11-12.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question)



or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

**COMPONENTS AND ASSESSMENTS**

**Performance Assessments:** Students will be able to write, discuss and perform related topics on Traffic Safety. Students will be able to explain the mission of the National Highway Traffic Safety Administration in reducing the number of deaths and injuries on our nation’s roadways by getting drivers, pedestrians and cyclists to change their behaviors once they get behind the wheel or on the streets. High-visibility campaigns, supported by state and national advertising help us achieve our mission. Students will be exposed to the investigative process of traffic collisions.

**Leadership Alignment:**

- Fish Bowl Discussions
- Capstone Research Project
- Criminal Justice scenarios
- Daily Computer Access
- Criminal Justice Website
- Community Focus:
- Guest Speaker-Local Police and Sheriff Department

**LEARNING & INNOVATION**

**Creativity and Innovation**

- Think Creatively
- Work Creatively with Others
- Implement Innovations

**Critical Thinking and Problem Solving**

- Reason Effectively
- Use Systems Thinking
- Make Judgments and Decisions
- Solve Problems

**Communication and Collaboration**

- Communicate Clearly
- Collaborate with Others

**INFORMATION, MEDIA & TECHNOLOGY SKILLS**

**Information Literacy**

- Access and /evaluate Information
- Use and Manage Information

**Media Literacy**

- Analyze Media
- Create Media Products

**Information, Communications and Technology (ICT Literacy)**

- Apply Technology Effectively

**LIFE & CAREER SKILLS**

**Flexibility and Adaptability**

- Adapt to Change
- Be Flexible

**Initiative and Self-Direction**

- Manage Goals and Time
- Work Independently
- Be Self-Directed Learners

**Social and Cross-Cultural**

- Interact Effectively with Others
- Work Effectively in Diverse Teams

**Productivity and Accountability**

- Manage Projects
- Produce Results

**Leadership and Responsibility**

- Guide and Lead Others
- Be Responsible to Others

**Standards and Competencies**

**Standard/Unit 12: Traffic Safety & Collision Investigations**

**Competencies**

**Total Learning Hours for Unit: 10 hours**

- 12.01 Describe the mission and objectives of National Highway Traffic Safety Administration (NHTSA).**
- 12.02 Write a basic collision investigation report.**
- 12.03 Comprehend the methods used to keep children safe while on a motor vehicle or using a bicycle.**
- 12.04 Create a Traffic Safety Poster.**

**12.04 Explain what “Driving Impaired” means along with the issues related to traffic safety.**  
**12.05 Determine what law is applicable to specific traffic violations and why they are enforced.**

***Aligned Washington State Standards***

<b>Arts</b>	
<b>Educational Technology</b>	
<b>Health and Fitness</b>	
<b>Language</b>	L 11-12.3a Vary syntax for effect, consulting references (e.g., Tufte’s <i>Artful Sentences</i> ) for guidance as needed; apply an understanding of syntax to the study of complex texts when reading.
<b>Math</b>	
<b>Reading</b>	
<b>Science</b>	
<b>Social Studies</b>	
<b>Speaking and Listening</b>	SL 11-12.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grades 11–12 topics, texts, and issues</i> , building on others’ ideas and expressing their own clearly and persuasively.
	SL 11-12.3 Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.
<b>Writing</b>	WHST 11-12.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

**COMPONENTS AND ASSESSMENTS**

**Performance Assessments:** Student will demonstrate, through discussions, scenarios and written reports, the procedures for crime scene investigation. As a part of the process court cases will be reviewed, court proceedings will be attended and mock crime scenes will be analyzed. The student will perform latent fingerprint lifting along with classification in an overview of the basic terms.

**Leadership Alignment:**

- Fish Bowl Discussions
- Capstone Research Project
- Criminal Justice scenarios
- Daily Computer Access
- Criminal Justice Website
- Assessment of interaction in diverse teams
- Community Focus:
- Guest Speaker-Local Police and Sheriff Department
- Visiting criminal justice facilities
- Speakers with diverse backgrounds

**LEARNING & INNOVATION**

**Creativity and Innovation**

- Think Creatively
- Work Creatively with Others
- Implement Innovations

**INFORMATION, MEDIA & TECHNOLOGY SKILLS**

**Information Literacy**

- Access and /evaluate Information
- Use and Manage Information

**Media Literacy**

**LIFE & CAREER SKILLS**

**Flexibility and Adaptability**

- Adapt to Change
- Be Flexible

**Initiative and Self-Direction**

<p><b>Critical Thinking and Problem Solving</b></p> <p><input type="checkbox"/> Reason Effectively</p> <p><input type="checkbox"/> Use Systems Thinking</p> <p><input checked="" type="checkbox"/> Make Judgments and Decisions</p> <p><input checked="" type="checkbox"/> Solve Problems</p> <p><b>Communication and Collaboration</b></p> <p><input type="checkbox"/> Communicate Clearly</p> <p><input checked="" type="checkbox"/> Collaborate with Others</p>	<p><input type="checkbox"/> Analyze Media</p> <p><input type="checkbox"/> Create Media Products</p> <p><b>Information, Communications and Technology (ICT Literacy)</b></p> <p><input checked="" type="checkbox"/> Apply Technology Effectively</p>	<p><input type="checkbox"/> Manage Goals and Time</p> <p><input type="checkbox"/> Work Independently</p> <p><input type="checkbox"/> Be Self-Directed Learners</p> <p><b>Social and Cross-Cultural</b></p> <p><input type="checkbox"/> Interact Effectively with Others</p> <p><input type="checkbox"/> Work Effectively in Diverse Teams</p> <p><b>Productivity and Accountability</b></p> <p><input type="checkbox"/> Manage Projects</p> <p><input type="checkbox"/> Produce Results</p> <p><b>Leadership and Responsibility</b></p> <p><input type="checkbox"/> Guide and Lead Others</p> <p><input type="checkbox"/> Be Responsible to Others</p>
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**Standards and Competencies**

**Standard/Unit 13: Crime Scene Investigation and Rules of Evidence**

**Competencies** **Total Learning Hours for Unit: 10 hours**

- SP13.01** Explain preliminary investigation for crimes against property.
- SP13.02** Explain preliminary investigation for crimes against persons.
- SP13.03** Explain and demonstrate crime scene search procedures.
- SP13.04** Protect or guard crime scene.
- SP13.05** Demonstrate basic photographic, sketching and impression casting techniques.
- SP13.06** Become familiar with proper techniques of investigating, both interviews and interrogations, the crimes of burglary, auto theft, death investigations, rape and sex crimes, child abuse, criminal suspects, crimes involving drugs,.
- SP13.07** Follow chain of custody.
- SP13.08** Awareness of crowd management skills to control large gatherings.
- SP13.09** Awareness of how to deal with explosive and hazardous material incidents.
- SP13.10** Use fingerprint technology to protect and collect evidence at a crime scene.
- SP13.11** Identify various forms of physical evidence, testimonial evidence, examples of protected communication and the discovery process used by officers of the court for identifying these types of evidence.
- SP13.12** Identify three types of trial evidence, to include direct, real and circumstantial evidence
- SP13.13** Define the significance of hearsay testimony, its admissibility as evidence for probable cause and trial purposes and specific exceptions to hearsay rules for trial.
- SP13.14** Define “privileged communication”, its admissibility in a trial and identify the six common forms of inadmissible privileged communication
- SP13.15** Identify the discovery process, its significance to law enforcement officers and common types of discovery requested of officers.
- SP13.16** Define and discuss the “exclusionary rule” to include its rationale and scope of application

**Aligned Washington State Standards**

<b>Arts</b>	
<b>Educational Technology</b>	
<b>Health and Fitness</b>	
<b>Language</b>	L 11-12.3a Vary syntax for effect, consulting references (e.g., Tufte’s <i>Artful Sentences</i> ) for guidance as needed; apply an understanding of syntax to the study of complex texts when reading.
<b>Math</b>	

<b>Reading</b>	
<b>Science</b>	
<b>Social Studies</b>	4.2.1: Evaluates how individuals and movements have shaped contemporary world issues 4.2.2 Analyze how cultures and cultural groups have shaped the United States
<b>Speaking and Listening</b>	SL 11-12.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grades 11–12 topics, texts, and issues</i> , building on others' ideas and expressing their own clearly and persuasively. SL 11-12.3 Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.
<b>Writing</b>	WHST 11-12.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

**COMPONENTS AND ASSESSMENTS**

**Performance Assessments:** Student will demonstrate through discussion and/or scenarios an understanding of crisis intervention—how to assess the situation and respond to people involved in various criminal justice system scenarios, that include jail crisis, courtroom crisis, or when law enforcement officers confront people who are mentally impaired.

**Leadership Alignment:**

Classroom Focus:  
 Guest Speaker-Local Police and Sheriff Department  
 Fish Bowl Discussions  
 Criminal Justice scenarios  
 Daily Computer Access  
 Assessment of interaction in diverse teams  
 Community Focus:  
 Visiting criminal justice facilities  
 Speakers with diverse backgrounds

<p><b>LEARNING &amp; INNOVATION</b></p> <p><b>Creativity and Innovation</b>  <input type="checkbox"/> Think Creatively  <input checked="" type="checkbox"/> Work Creatively with Others  <input type="checkbox"/> Implement Innovations</p> <p><b>Critical Thinking and Problem Solving</b>  <input type="checkbox"/> Reason Effectively  <input type="checkbox"/> Use Systems Thinking  <input checked="" type="checkbox"/> Make Judgments and Decisions  <input checked="" type="checkbox"/> Solve Problems</p> <p><b>Communication and Collaboration</b>  <input type="checkbox"/> Communicate Clearly  <input checked="" type="checkbox"/> Collaborate with Others</p>	<p><b>INFORMATION, MEDIA &amp; TECHNOLOGY SKILLS</b></p> <p><b>Information Literacy</b>  <input checked="" type="checkbox"/> Access and /evaluate Information  <input checked="" type="checkbox"/> Use and Manage Information</p> <p><b>Media Literacy</b>  <input type="checkbox"/> Analyze Media  <input type="checkbox"/> Create Media Products</p> <p><b>Information, Communications and Technology (ICT Literacy)</b>  <input checked="" type="checkbox"/> Apply Technology Effectively</p>	<p><b>LIFE &amp; CAREER SKILLS</b></p> <p><b>Flexibility and Adaptability</b>  <input checked="" type="checkbox"/> Adapt to Change  <input checked="" type="checkbox"/> Be Flexible</p> <p><b>Initiative and Self-Direction</b>  <input type="checkbox"/> Manage Goals and Time  <input type="checkbox"/> Work Independently  <input type="checkbox"/> Be Self-Directed Learners</p> <p><b>Social and Cross-Cultural</b>  <input type="checkbox"/> Interact Effectively with Others  <input type="checkbox"/> Work Effectively in Diverse Teams</p> <p><b>Productivity and Accountability</b>  <input type="checkbox"/> Manage Projects  <input type="checkbox"/> Produce Results</p> <p><b>Leadership and Responsibility</b>  <input checked="" type="checkbox"/> Guide and Lead Others</p>
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Be Responsible to Others

**Standards and Competencies**

**Standard/Unit 14: Crisis Intervention – Individual & Crowd**

**Competencies**

**Total Learning Hours for Unit: 5 hours**

**SP14.01** Develop an understanding of how people assess situations and how they respond when a threat is perceived.

**SP14.02** Develop an understanding of appropriate responses to threats and techniques that aid in responding appropriately.

**SP14.03** Explain how fitness helps in de-escalating a crisis situation.

**SP14.04** Demonstrate how language is a critical component of defusing a crisis situation.

**Aligned Washington State Standards**

<b>Arts</b>	
<b>Educational Technology</b>	
<b>Health and Fitness</b>	
<b>Language</b>	
<b>Math</b>	
<b>Reading</b>	
<b>Science</b>	
<b>Social Studies</b>	4.2.2 Analyzes how cultural identity can promote unity and division
<b>Speaking and Listening</b>	
<b>Writing</b>	

**COMPONENTS AND ASSESSMENTS**

**Performance Assessments:** Student will demonstrate, through discussion, written reports and/or mock trials, an understanding of the court system by defining

- Each level of the judicial system, the scope and limitations of each and how they work together to provide a system of justice.
- The flow of misdemeanor or felony trial procedures and participants

**Leadership Alignment:**

Classroom Focus:

Investigative Teams

Crime Scene Investigations/Mock Trials

Community Focus:

Proficiency from visits of local court systems

Process crime scenes and visit local courts

**LEARNING & INNOVATION**

**Creativity and Innovation**

- Think Creatively
- Work Creatively with Others
- Implement Innovations

**Critical Thinking and Problem Solving**

- Reason Effectively

**INFORMATION, MEDIA & TECHNOLOGY SKILLS**

**Information Literacy**

- Access and /evaluate Information
- Use and Manage Information

**Media Literacy**

- Analyze Media
- Create Media Products

**LIFE & CAREER SKILLS**

**Flexibility and Adaptability**

- Adapt to Change
- Be Flexible

**Initiative and Self-Direction**

- Manage Goals and Time
- Work Independently

<input type="checkbox"/> Use Systems Thinking <input checked="" type="checkbox"/> Make Judgments and Decisions <input checked="" type="checkbox"/> Solve Problems  <b>Communication and Collaboration</b> <input type="checkbox"/> Communicate Clearly <input checked="" type="checkbox"/> Collaborate with Others	<b>Information, Communications and Technology (ICT Literacy)</b> <input checked="" type="checkbox"/> Apply Technology Effectively	<input type="checkbox"/> Be Self-Directed Learners  <b>Social and Cross-Cultural</b> <input checked="" type="checkbox"/> Interact Effectively with Others <input type="checkbox"/> Work Effectively in Diverse Teams  <b>Productivity and Accountability</b> <input type="checkbox"/> Manage Projects <input checked="" type="checkbox"/> Produce Results  <b>Leadership and Responsibility</b> <input type="checkbox"/> Guide and Lead Others <input type="checkbox"/> Be Responsible to Others
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**Standards and Competencies**

**Standard/Unit 15: Court System and Phases of Trial Practice and Procedure**

<b>Competencies</b>	<b>Total Learning Hours for Unit: 20 hours</b>
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- SP15.01** Define jurisdiction, how it relates to law enforcement officers, the specific areas where they have jurisdiction.
- SP15.02** Identify and define the three levels of federal court jurisdiction, to include the US District Court, the US Court of Appeals and the US Supreme Court
- SP15.03** Identify and define the scope of the municipal, district and superior courts of Washington State.
- SP15.04** Explain that when law enforcement have completed their investigation it is now the judicial system's responsibility
- SP15.05** Identify the main steps in the flow of a typical felony investigation from the time of report to the filing of charges.
- SP15.06** Pretrial, trial, and post-trial procedures
- SP15.07** Subpoenas
- SP15.08** Identify the participants within a criminal trial and their roles.
- SP15.09** Courtroom demeanor and testifying as a witness, assisting the victims, civilian witnesses and coordinating evidence.
- SP15.10** Describe how the unique language of the judicial system is different than everyday conversations.
- SP15.11** Comprehend how technology is used within the criminal justice system

**Aligned Washington State Standards**

<b>Arts</b>	
<b>Educational Technology</b>	
<b>Health and Fitness</b>	
<b>Language</b>	L 11-12.3a Vary syntax for effect, consulting references (e.g., Tufte's <i>Artful Sentences</i> ) for guidance as needed; apply an understanding of syntax to the study of complex texts when reading.
<b>Math</b>	
<b>Reading</b>	
<b>Science</b>	
<b>Social Studies</b>	
<b>Speaking and Listening</b>	

<b>Writing</b>	WHST 1	Write arguments focused on discipline-specific content.
	WHST 4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
	WHST 6	Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
	WHST 7	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation
	WHST 8	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
	WHST 9	Draw evidence from informational texts to support analysis, reflection, and research

**COMPONENTS AND ASSESSMENTS**

**Performance Assessments:** Through job interviews, job shadows and accompanying paperwork, students will demonstrate employability and career development. Students will create resumes and cover letters as well as, when appropriate, take practice Civil Service tests.

**Leadership Alignment:**

Guest Speaker-Local Police and Sheriff Department  
Daily Computer Access  
Criminal Justice Website  
Community Focus:  
Visiting criminal justice facilities  
Speakers with diverse backgrounds

**LEARNING & INNOVATION**

**Creativity and Innovation**

- Think Creatively
- Work Creatively with Others
- Implement Innovations

**Critical Thinking and Problem Solving**

- Reason Effectively
- Use Systems Thinking
- Make Judgments and Decisions
- Solve Problems

**Communication and Collaboration**

- Communicate Clearly
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**INFORMATION, MEDIA & TECHNOLOGY SKILLS**

**Information Literacy**

- Access and /evaluate Information
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**Media Literacy**

- Analyze Media
- Create Media Products

**Information, Communications and Technology (ICT Literacy)**

- Apply Technology Effectively

**LIFE & CAREER SKILLS**

**Flexibility and Adaptability**

- Adapt to Change
- Be Flexible

**Initiative and Self-Direction**

- Manage Goals and Time
- Work Independently
- Be Self-Directed Learners

**Social and Cross-Cultural**

- Interact Effectively with Others
- Work Effectively in Diverse Teams

**Productivity and Accountability**

- Manage Projects
- Produce Results

**Leadership and Responsibility**

- Guide and Lead Others
- Be Responsible to Others

Standard/Unit 16: Employability and Development		
<b>Competencies</b>		<b>Total Learning Hours for Unit: 10 hours</b>
<b>SP16.01</b>	Research reliable sources to demonstrate the technical knowledge and skills required to pursue the full range of careers for this cluster.	
<b>SP16.02</b>	Demonstrate knowledge of different career options and their career paths in the Law, Public Safety and Security career fields	
<b>SP16.03</b>	Demonstrate knowledge and skills required to seek, apply and accept employment.	
<b>SP16.04</b>	Develop positive work behaviors and personal qualities to fulfill professional demands in the Law, Public Safety and Security career field.	
<b>SP16.05</b>	Identify and produce documents that may be required when applying for a job.	
<b>SP16.06</b>	Apply language skills are used to write application letters, write resumes, and interview for a job position.	
<b><i>Aligned Washington State Standards</i></b>		
<b>Arts</b>		
<b>Educational Technology</b>	EALR 1.3	Investigate and think critically: Research and manage and evaluate information and solve problems using digital tools and resources
	EALR 2.3	Select and use applications: Use productivity tools and common applications effectively and constructively
<b>Health and Fitness</b>		
<b>Language</b>		
<b>Math</b>		
<b>Reading</b>	RST 11-12 7:	Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem.
	RST 11-12 8:	Evaluate the hypotheses, data, analysis, and conclusions in a science or technical text, verifying the data when possible and corroborating or challenging conclusions with other sources of information.
<b>Science</b>		
<b>Social Studies</b>		
<b>Speaking and Listening</b>		
<b>Writing</b>	WHST 1	Write arguments focused on discipline-specific content.
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	WHST 9	Draw evidence from informational texts to support analysis, reflection, and research



*21<sup>st</sup> Century Skills*

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