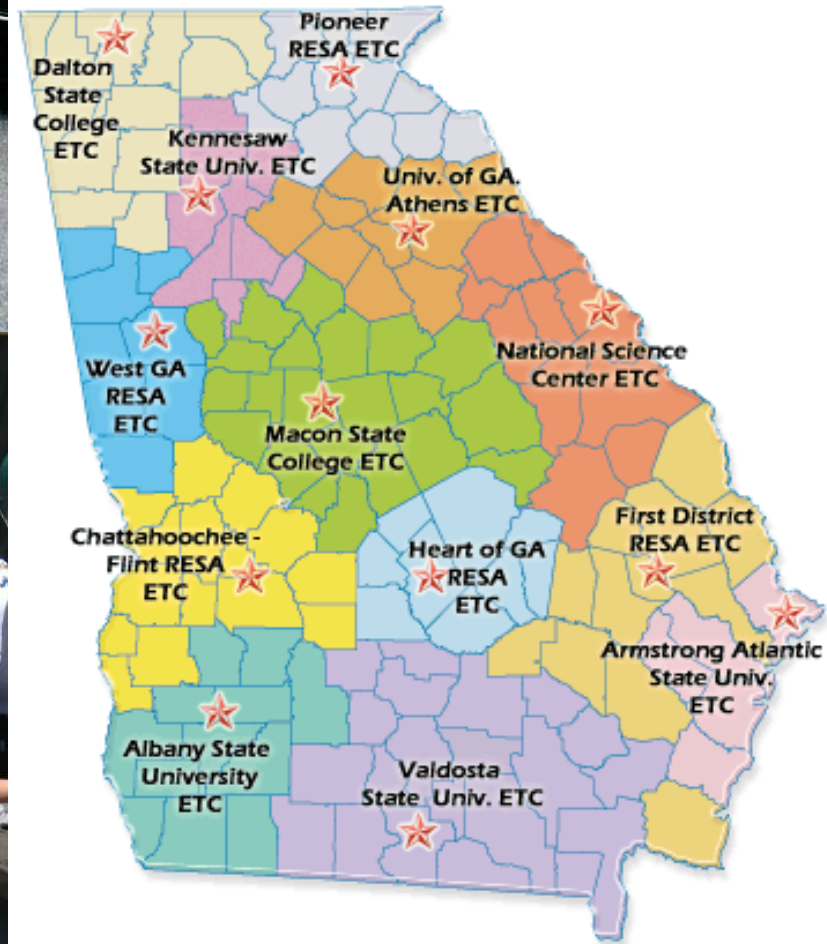




# Law & Justice

## GPS Roll Out Phyllis Johnson & Tom Washburn

# Roll Call for ETC's



We are about to  
get started...



Please MUTE  
your  
microphone



# Plan for the Day

- Introduction
- Pathway Importance
- Break
- Year 1: Introduction to Law & Justice
- Year 2: Law, Community Response & Policing
- Lunch
- Year 3: Criminal Investigations & Forensics
- Internship, Co-Curricular Organizations, and miscellaneous items
- Upcoming Activity: EOCT, Lessons, etc.

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Kathy Cox

Georgia Superintendent of Schools:

“Linking classroom learning to real-world earning opportunities available in the state will help the state grow it’s own highly skilled workforce , attract future economic development, and ensure that every student is prepared to build a rewarding future right here in Georgia.”

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# Partners in this mission:

- ❑ Governor's Office of Workforce Development
- ❑ State Workforce Investment Board
- ❑ The State's colleges and universities
- ❑ The Governor's Centers of Innovation
- ❑ The Georgia Department of Labor, and other groups



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# Industry Validation

<http://www.salary.com/>

<http://www.bls.gov/oco/>

<http://www.ncn-npcpss.com/>

<http://www.careerclusters.org/clusters/16cc.php?cluster=law>

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## Projections data from the National Employment Matrix

Occupational title	Employment, 2006	Projected employment, 2016	Change, 2006-16	
			Number	Percent
Police and detectives	861,000	959,000	97,000	11
First-line supervisors/managers of police and detectives	93,000	102,000	8,500	9
Detectives and criminal investigators	106,000	125,000	18,000	17
Police officers	654,000	724,000	70,000	11
Police and sheriff's patrol officers	648,000	719,000	70,000	11
Transit and railroad police	5,600	5,900	400	6





## Projections data from the National Employment Matrix

Occupational title	Employment, 2006	Projected employment, 2016	Change, 2006-16	
			Number	Percent
<b>Lawyers</b>	761,000	844,000	84,000	11
<b>Paralegals and legal assistants</b>	238,000	291,000	53,000	22
<b>Court reporters</b>	19,000	24,000	4,700	25
<b>Judges, magistrates, and other judicial workers</b>	51,000	53,000	2,300	4
<b>Arbitrators, mediators, and conciliators</b>	8,500	9,400	900	11
<b>Judges, magistrate judges, and magistrates</b>	27,000	29,000	1,400	5



## Projections data from the National Employment Matrix

Occupational title	Employment, 2006	Projected employment, 2016	Change, 2006-16	
			Number	Percent
<b>Correctional officers</b>	500,000	582,000	82,000	16
<b>Managers of correctional officers</b>	40,000	45,000	5,000	13
<b>Bailiffs, correctional officers, and jailers</b>	460,000	537,000	77,000	17
<b>Bailiffs</b>	19,000	21,000	2,100	11
<b>Correctional officers and jailers</b>	442,000	516,000	75,000	17
<b>Probation officers and correctional treatment specialists</b>	94,000	105,000	10,000	11



## Projections data from the National Employment Matrix

Occupational title	Employment, 2006	Projected employment, 2016	Change, 2006-16	
			Number	Percent
<b>Social workers</b>	595,000	727,000	132,000	22
<b>Firefighting</b>	361,000	404,000	43,000	12
<b>Private detectives and investigators</b>	52,000	61,000	9,400	18
<b>Gaming surveillance investigators (think Vegas)</b>	8,700	12,000	2,900	34
<b>Security guards</b>	1,040,000	1,216,000	175,000	17



# Vast Career Opportunities

- FBI and most Law Enforcement retire at 20 or 25 years of service
  - 25% of all FBI agents eligible to retire in the next few years
- DHS in 2006 had 50,000 job openings
- Private industry rapidly expanding proprietary security operations

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# Student Career Planning Past:



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# Career Planning Today:

- Peach State Pathways: Education and Career Planning Tool
  - [http://www.gadoe.org/ci\\_cta.aspx?PageReq=CICTAPlanningNew](http://www.gadoe.org/ci_cta.aspx?PageReq=CICTAPlanningNew)
- Helping students with career choices
  - FREE Career Keys at [www.GAColege411.org](http://www.GAColege411.org) to “Career Info”

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# Employment information

- State and Regional at Georgia Labor Market Explorer:
  - <http://explorer.dol.state.ga.us/>
- Occupational Supply and Demand:
  - [www.occsupplydemand.org](http://www.occsupplydemand.org)
  - This site contains Georgia specific information regarding supply and demand and also identifies nontraditional occupations based on national data for Georgia

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# Career Pathways

Career pathways are state-approved career enhancement programs defined as a coherent, articulated sequence of rigorous academic and career related courses usually commencing in the ninth grade and leading to an associate degree, and/or an industry-recognized certificate or licensure, and/or a baccalaureate degree and beyond.

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# Career Pathways

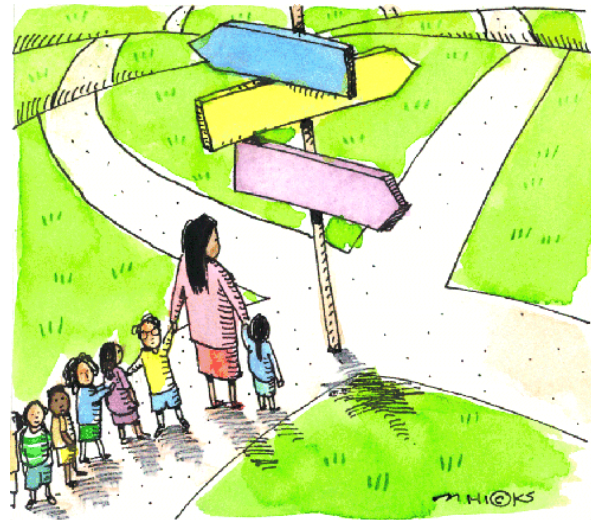
Career, Technical and Agricultural Education (CTAE) provides all Georgia students with the opportunity to select at least three sequenced electives in a career pathway, along with recommended academic course work, to prepare them to continue their education at any level or enter the world of work.

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- Selection of a pathway will be based on self-awareness and the investigation of occupations plus related educational levels aligned with the pathway.
- Most high-demand, high-skilled, high-wage occupations in all concentrations still do require education beyond H.S.
- Implementation of career pathways is a collaborative effort between the local system, the Technical College System of Georgia and the University System of Georgia.

# Pathway Selection



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# Public Safety

- SA Jeff Branyon – GBI
  - Curriculum validation
- Garrett Couch – Junior at KSU
  - Majoring in Archeology, career interest in Forensics
- Jared Mitnick – Recent bar graduate
  - Local attorney, program graduate
- Chief Ed Williams – Roswell PD
  - Employs program graduates

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# Public Safety

- Curriculum designed by collaborative team statewide.
- Teachers and industry represented
- Reviewed by federal, state, and local agencies as well as the fields of law, science, and education.
- Decision to create new pathway and reorganize old pathway

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# Public Safety

- Law & Justice Pathway
  - Introduction to Law & Justice
  - Law, Community Response & Policing
  - Criminal Investigations & Forensics
- Homeland Security and Emergency Services
  - Homeland Security
  - Emergency Services
  - First Responder and Emergency Leadership
    - Option for Law & Justice Pathway 3<sup>rd</sup>/4<sup>th</sup> year

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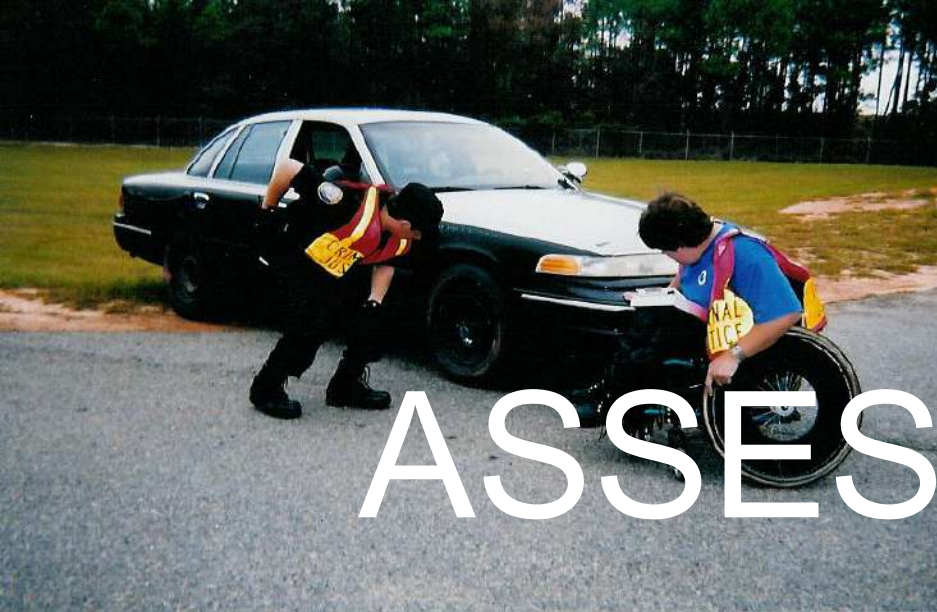


# Curriculum Resources

- Standards: Look for Public Safety
  - <http://www.georgiastandards.org/career.aspx?PageReq=HSPhaseIII>
- CTAE Foundation Skills
  - [http://georgiactae.org/cs\\_foundations.html](http://georgiactae.org/cs_foundations.html)



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# ASSESSMENT

A Vital Part of the Learning Process

*“Assessment should provide “feedback” or it is not truly assessment. Any assessment should supply the ‘performer’ – the student – with usable information about how the performance fared, and how performance might be improved.” -Grant Wiggins*

## Assessment Formats

Selected Response  
Constructed Response  
Performance Assessment  
Informal and Self-Assessment

Adapted from Marzano and Stiggins

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# Assessment



<http://webquest.sdsu.edu/rubrics/weblessons.htm>

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# Authentic Assessment

**Authentic assessment** is geared toward assessment methods which correspond as closely as possible to real world experience.

The **Rubric** is an authentic assessment tool which is particularly useful in assessing criteria which are complex and subjective.

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# Authentic Assessment

- It is a formative type of assessment because it becomes an ongoing part of the whole teaching and learning process.
- Students themselves are involved in the assessment process through both peer and self-assessment.
- As students become familiar with rubrics, they can assist in the rubric design process.
- This involvement empowers the students and as a result, their learning becomes more focused and self-directed.
- Authentic assessment, therefore, blurs the lines between teaching, learning, and assessment.

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# The **advantages** of using rubrics in assessment are that they

- ✓ Allow assessment to be more objective and consistent
- ✓ Focus the teacher to clarify his/her criteria in specific terms
- ✓ Clearly show the student how their work will be evaluated and what is expected
- ✓ Promote student awareness of about the criteria to use in assessing peer performance
- ✓ Provide useful feedback regarding the effectiveness of the instruction
- ✓ Provide benchmarks against which to measure and document progress

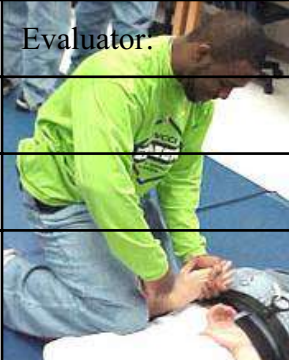



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Rubrics can be created in a variety of forms and levels of complexity, however, they all contain common **features** which:

- ❑ Focus on measuring a stated **objective** (performance, behavior, or quality)
- ❑ Use a **range** to rate performance
- ❑ Contain specific performance characteristics arranged in levels indicating the **degree** to which a standard has been met



Student Name:											Evaluator:
Scenario:											Overall Score (10 being best):
1) Officer Safety											Low 1 2 3 4 5 6 7 8 9 10 High
Kept safe distance, reactionary gap, controlled suspects, kept suspects hands visible, turn suspects around, maintain superior positioning, proper relative positioning, plus one											
Comments:											
2) Professional Demeanor											Low 1 2 3 4 5 6 7 8 9 10 High
Informed suspects of reason for arrest, same sex search, used professional language											
Comments:											
3) Communication											Low 1 2 3 4 5 6 7 8 9 10 High
Use radio to call in situation, arrival, location, called in vehicle/person description properly, advised dispatch suspects in custody, request transport for arrestees, call in suspect information, wants/warrants											
Comments:											
4) Use of Force											Low 1 2 3 4 5 6 7 8 9 10 High
Proper force relative to situation, proper use of control holds, proper use of pressure points, escalation/de-escalation											
Comments:											
5) Constitutional/Legal Knowledge											Low 1 2 3 4 5 6 7 8 9 10 High
PC for arrest, legality of search, articulate legal standards, familiarity with case law (Terry, Miranda), proper application											
Comments:											
Patdown/Frisk Rubric Score											Transfer score here from rubric:
<i>Refer to rubric for comments &amp; specifics</i>											
Prone Handcuffing Rubric Score											Transfer score here from rubric:
<i>Refer to rubric for comments &amp; specifics</i>											

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# Law & Justice



# Curriculum



# Curriculum Notice

- 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.

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# Introduction to Law & Justice

## First Year Course

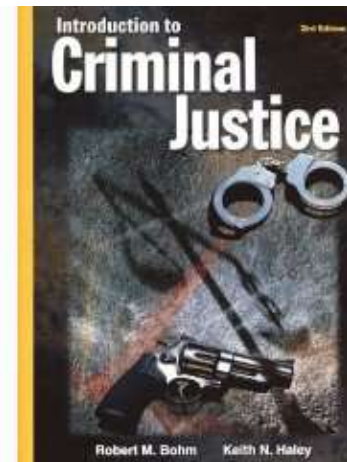
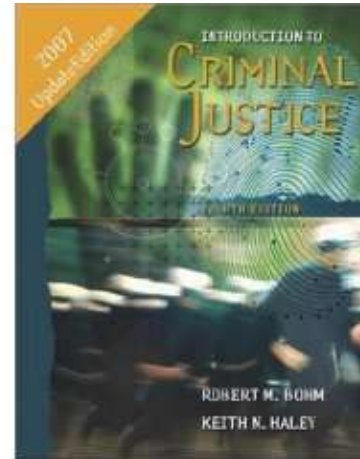
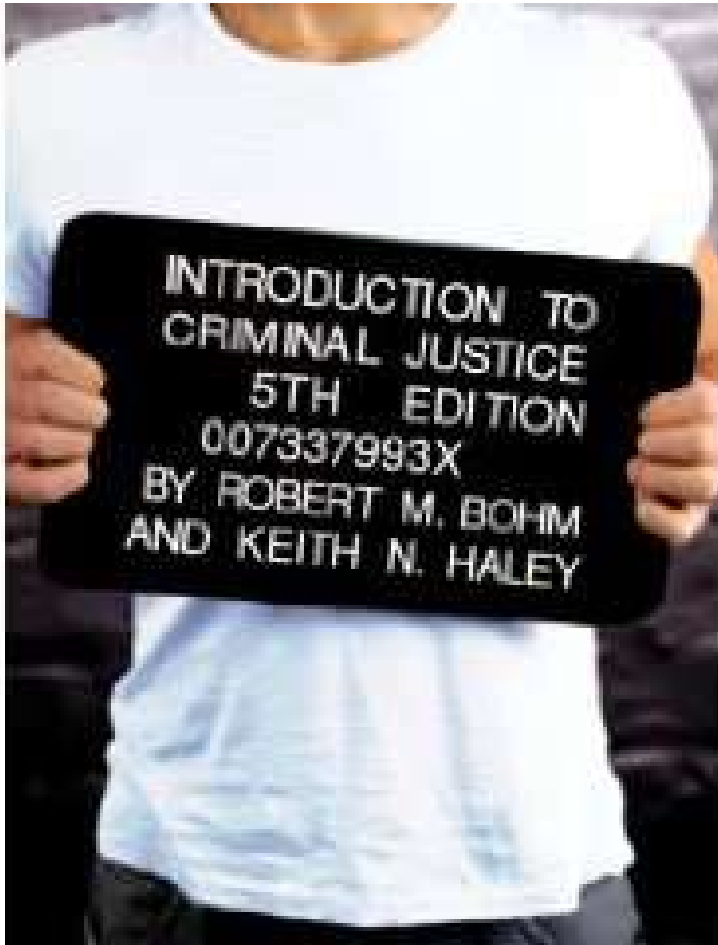
# Course Formation

- Collapsed 2<sup>nd</sup> year into 1<sup>st</sup> year of old curriculum
  - Eliminated redundancies
- Foundational information
  - Scaffolding in upper levels
- Holds “sensitive” material until instructor better knows students
- Mixes academic with hands-on
- Piloted this year in full – excellent results

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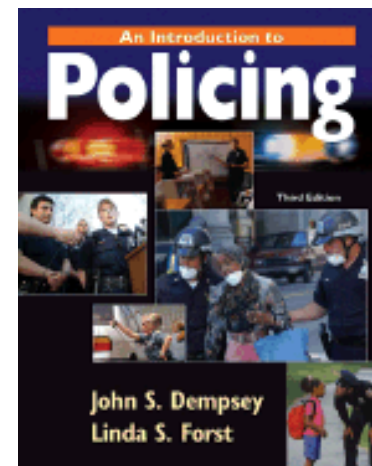
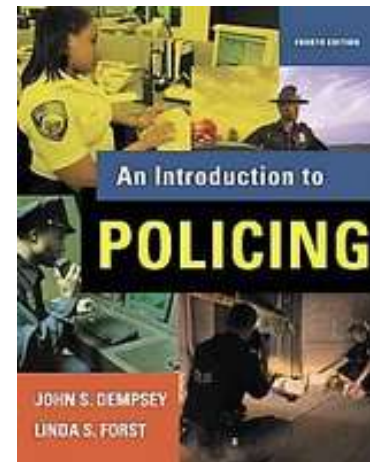
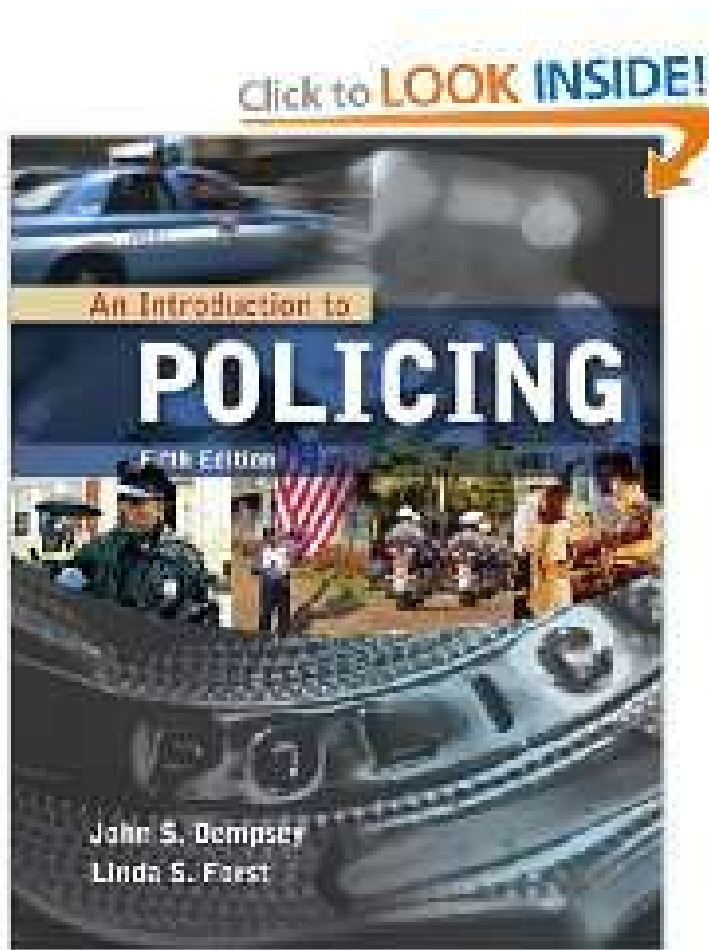


# Textbook referred to (not “official”)



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# Secondary Textbook referred to (not “official”)



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# 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.

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# CAREERS IN LAW AND JUSTICE

**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.**

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

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# General Lesson Ideas

- Personality Inventories
- Career Planner
- Job applications
- Mock job interviews
- Resumes & portfolios
- Career Collage
- Guest speaker from Temp Service

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# General Assessment Ideas

- Resume rubric
- Interview rubric
- Summary of what they learned
- Discussion in small group
- Career collage

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# Academic Integration

- *ELA10W3 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.*
- *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.*

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# 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.**

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# OVERVIEW OF THE CRIMINAL JUSTICE SYSTEM

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

- **Demonstrate a working knowledge of the criminal justice process, and explain how different agencies work together.**
- **Identify jurisdictional and venue issues that may arise when different emergency service agencies work together and provide suggestions for resolving them.**
- **Describe the roles and responsibilities of private security agencies and explain how they differ from public law enforcement agencies.**
- **Discuss the importance of all public safety related agencies working together to serve and protect the public.**

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# OVERVIEW OF THE CRIMINAL JUSTICE SYSTEM

- Describe the roles and responsibilities of local, county, state, and federal agencies.
- Describe and apply knowledge of how the United States legal system works.

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

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

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# General Lesson Ideas

- Notes from Chapters 1 & 5 from Bohm/Haley text
- Guest speaker from police
- HazMat notes
- Blood Borne Pathogen lab
- First Skills USA meeting
- Why OJ Won video

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# General Assessment Ideas

- Chapter notes from text
- Articles
- Video/lab worksheets
- Traditional tests
  - One for overview
  - Another for history and HazMat

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# Academic Integration

- *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.*
- *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.*

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# 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.**

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# BASIC CRIMINAL AND CONSTITUTIONAL LAW

- PS-ILJ-4. Students will analyze the structure of the government and the court system.**
- **Examine the structure and processes of the criminal justice system.**
  - **Differentiate between civil law and criminal law.**
  - **Explore the rights of citizens guaranteed by the United States.**
  - **Explain the powers granted to the police and the restrictions placed upon them by the respective constitutions and amendments.**

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# BASIC CRIMINAL AND CONSTITUTIONAL LAW

- Explore a range of constitutional and non-constitutional issues facing today's law enforcement officers.
- Argue the application of constitutional interpretation to specific cases.

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

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

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# General Lesson Ideas

- Chapter notes for chapter 4 & 8
- Notes on Con Law
- Legal scenarios for group analysis
- Chapter notes for chapter 2
- Notes on Criminal Law, review code
- Debate Georgia Insanity Law
- U R the DA for groups

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# General Assessment Ideas

- Traditional tests
- Evaluate group scenarios
- Debate on insanity

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# Academic Integration

- *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*
- *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*

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# POLICE REPORTS

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

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# POLICE REPORTS

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

- **Demonstrate the ability to communicate clearly and professionally.**
- **Utilize field note-taking and report-writing skills to complete police incident reports.**
- **Demonstrate the ability to write comprehensive and accurate police reports answering the basic questions of who, what, where, when, how, and why.**
- **Demonstrate professionalism in communicating with others.**
- **Apply active listening skills to obtain and clarify information.**
- **Apply reading strategies to learn vocabulary, technical concepts, and follow directions.**

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# POLICE REPORTS

- **Demonstrate proficiency in interpreting verbal and non-verbal communication.**
- **Write a clear and concise narrative report describing a criminal incident.**
- **Determine methods to document critical information in response to a criminal scenario.**
- **Gather facts, interview witnesses, and interrogate suspects in a mock crime scene.**
- **Create a written report from information collected at mock crime scene.**

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# General Lesson Ideas

- Start with a basic scenario
- Walk them through step-by-step and show them the basic format
- Model interviews/interrogations
- Role play basic scenarios that they then write a basic report from
- Review real reports of interest
- Give a basic, yet more complex scenario to write a report from
- Have them share their reports in groups and collectively critique

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# General Assessment Ideas

- Assess narratives
- Evaluate interviewing as far as facts gathered
  - Allow for group input
- Use video or role play for narrative summative assessment

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# Academic Integration

- *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.*

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# 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.**

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# USE OF FORCE

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

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

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# General Lesson Ideas

- Show media about use of force –  
Rodney King, Waco, Ruby Ridge
- Notes on use of force
  - include video clips
- Lab on basic control holds/Z locks
- Shoot/Don't Shoot lab
  - Videos
  - Computer simulators

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# General Assessment Ideas

- Traditional tests
- Scenarios where they must articulate their use of force choice

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# Academic Integration

- *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.*

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# APPROACH AND ARREST OF SUSPECTS

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



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# APPROACH AND ARREST OF SUSPECTS

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

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

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# General Lesson Ideas

- Teach pat downs
  - Everywhere but where a bathing suit goes
- Prone/Kneeling handcuffing lab
- Notes on legal and safety issues
- Full scenario with clear legal status
  - Use advanced students



# General Assessment Ideas

- Vocabulary activity
- Authentic assessment from scenario
- Handcuffing rubric
- Patdown rubric
- Scenario rubric

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# Academic Integration

- *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.*

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# 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.**

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# PATROL OPERATIONS

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

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

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# PATROL OPERATIONS

- PS-ILJ-10. Students will demonstrate understanding of police response to both unknown and high risk traffic stops.**
- **Explain the risks associated with traffic stops.**
  - **Describe how vehicle alignment improves officer safety.**
  - **Discuss how an officer should approach a vehicle in an unknown risk traffic stop.**
  - **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.**

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# General Lesson Ideas

- Chapter 7 & 8 from Intro to Policing text (Dempsey)
- Guest speaker(s)
- Vehicle pullover lab
  - Local PD

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# General Assessment Ideas

- Traditional test
- Group assessment for vehicle pullovers

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# Academic Integration

- *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.*
- *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.*

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# TRAFFIC CODES AND INVESTIGATIONS

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

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# TRAFFIC CODES AND INVESTIGATIONS

- PS-ILJ-11. Students will demonstrate understanding of traffic enforcement and investigations.**
- **Understand the importance of effective and traffic enforcement as it relates to loss of life, serious injury, and property damage.**
  - **Discuss the functions of traffic patrol units.**
  - **Justify the choice of traffic code applied to a given traffic incident.**
  - **Understand the basics of crash scene investigation.**

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# TRAFFIC CODES AND INVESTIGATIONS

- Complete a traffic crash report.
- Write accurate and complete traffic citations.
- Discuss the difference between a citation and an arrest as it relates to traffic code enforcement.
- Assess a mock crash scene and respond accordingly.
- Formulate a plan to properly document the mock crash scene using appropriate techniques and paperwork.



# General Lesson Ideas

- Guest speaker: accident investigator
- Guest speaker: DUI task force
- Use DDS Drivers Manual
- Mock Traffic Accident Lab
- Fatal Vision glasses for DUIs

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# General Assessment Ideas

- Traditional test
- Scenarios
- Assess traffic accident reports

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# Academic Integration

- *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.*

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# 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.

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# COMMUNITY POLICING, CONFLICT RESOLUTION AND CULTURAL DIVERSITY

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

- **Describe attitudes of the public toward police.**
- **Identify characteristics of police work.**
- **Distinguish among three operational styles in policing.**
- **List the three major functions of police departments.**

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# COMMUNITY POLICING, CONFLICT RESOLUTION AND CULTURAL DIVERSITY

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

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# COMMUNITY POLICING, CONFLICT RESOLUTION AND CULTURAL DIVERSITY

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

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

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# COMMUNITY POLICING, CONFLICT RESOLUTION AND CULTURAL DIVERSITY

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

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

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# General Lesson Ideas

- Chapter 7 from Intro to CJ (Bohm/Haley)
- Community Policing application to local problem
- Conflict Resolution
  - Counseling department
- Cultural Diversity PowerPoints
  - Food!

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# General Assessment Ideas

- Traditional test
- Assess community policing application
- Presentation rubric

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# Academic Integration

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

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# 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.

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# SENTENCING AND CORRECTIONAL ISSUES

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

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

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# SENTENCING AND CORRECTIONAL ISSUES

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

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

Law & Justice GPS Roll Out



# General Lesson Ideas

- Chapters 9 & 10 in Bohm/Haley
- Media: Judgment at Midnight
  - Debate capital punishment
- Media: Angola
  - Discussion on life w/out parole for 17 year olds, elderly inmates
- Field Trip – prison

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# General Assessment Ideas

- Traditional Test
- Debates
- Position papers

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# Academic Integration

- *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.*
- *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.*
- *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.*

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# 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.

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# AGENCY ADMINISTRATION

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

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

Law & Justice GPS Roll Out



# General Lesson Ideas

- Chapter 8 in Bohm/Haley
- Notes on administration
- Summerville Police projects
- Guest speaker – Chief or Sheriff

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# General Assessment Ideas

- Traditional test
- Rubric for Summerville projects

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# Academic Integration

- *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.*

Law & Justice GPS Roll Out



# ETHICS IN LAW AND JUSTICE

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

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# ETHICS IN LAW AND JUSTICE

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

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

Law & Justice GPS Roll Out



# General Lesson Ideas

- Chapter 12 in Intro to Policing (Dempsey)
- Review Code of Ethics
  - Debate “example to all”
- Thermostat v Thermometer
- Ethics role play
- Media – on New Orleans PD, or similar
  - Save Serpico for 2<sup>nd</sup> year

Law & Justice GPS Roll Out



# General Assessment Ideas

- Ethics test/personal reflection
- Debate police ethics
  - Free food
  - Combating ethical deviance

Law & Justice GPS Roll Out





# Academic Integration

- *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.*
- *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.*

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# Law, Community Response & Policing



## Second Year Course



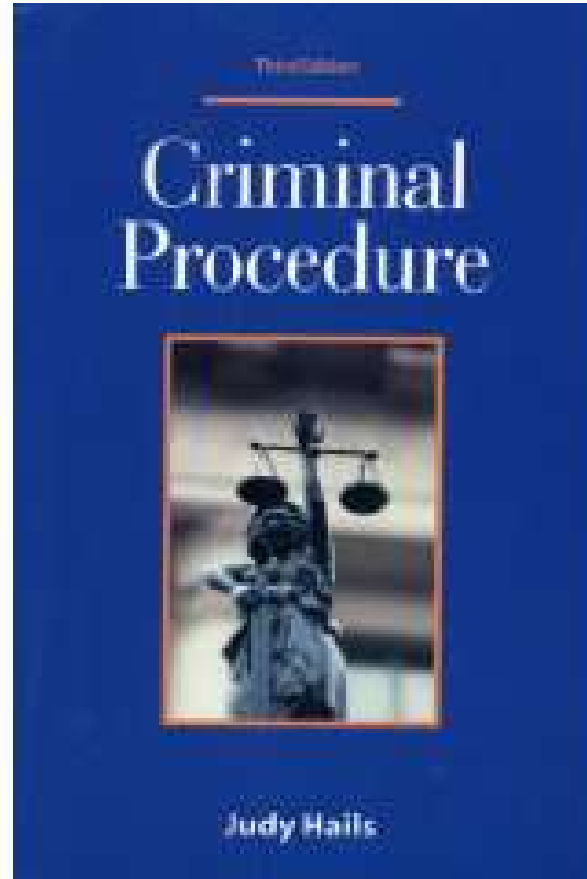
# Course Formation

- Old law curriculum with CERT and some policing labs added in
- Breaks up the law materials nicely
- CERT is about 15 days
- Policing labs are about 20 days
- Basically 4 days of law and a day of fun – lightens up the law side
- Partially piloted this year

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# Textbook referred to (not “official”)



Law & Justice GPS Roll Out



# CAREERS IN LAW AND JUSTICE:

- Students will explore the broad range of occupations offered in the related law and justice fields. Students will explore personal preferences and abilities to begin to identify a potential occupational path. Students will evaluate requirements for their preferred career path as well as relevant post-secondary education.

Law & Justice GPS Roll Out



# CAREERS IN LAW AND JUSTICE:

**PS-LCRP-1. Students will explore the different careers available in the field of law and justice.**

- a. Identify major career options within the law and justice field.
- b. Compare educational requirements of various law and justice fields.
- c. Investigate personal preferences for careers.
- d. Demonstrate understanding of a personal, post-secondary plan.

Law & Justice GPS Roll Out



# General Lesson Ideas

- Complete a Career Plan of Study
- Revise career interest tools
- Finalize a high school plan
- Research specifics about law and justice jobs
- Investigate post-secondary choices
- Create another careers/goals collage
- Take practice LSAT
- Guest speaker – law school student, paralegal

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# General Assessment Ideas

- Assess research
- Assess collage
- Completion Grade

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# Academic Integration

- *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.*
- *ELA10RC4 The student establishes a context for information acquired by reading across subject areas.*
- *ELA10W3 The student uses research and technology to support writing.*
- *ELA12LSV1 The student participates in student-to-teacher, student-to-student, and group verbal interactions.*

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# THE HISTORY AND STRUCTURE OF THE AMERICAN LEGAL SYSTEM

- Upon completion of this unit, students will describe the history and development of our court system. Students will also explain the court system's structure and participants. Finally, students will assess the relationships between various entities to see a trial through to a verdict..

Law & Justice GPS Roll Out



# THE HISTORY AND STRUCTURE OF THE AMERICAN LEGAL SYSTEM

## **PS-LCRP-2. Students will explain the history and characteristics of the structure of the American court system**

- Describe the development of the court system in America.
- Evaluate the judicial system's role in our society today.
- Explain the concept of the dual-court system.
- Compare state and federal court systems.
- Explain criminal and civil court structures and processes.

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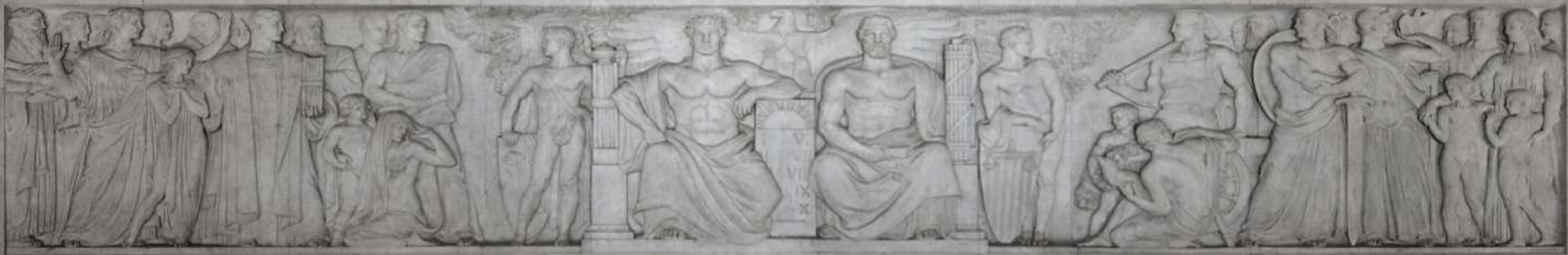


# General Lesson Ideas

- Notes on history of law
- Notes on Chapter 1 (*Criminal Procedure* – J. Hails)
- Dress up like Lady Justice
- Create law firms
- First firm assignment – Bill of Rights artifact assignment
- Firms – create a new symbol of justice

Law & Justice GPS Roll Out







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# Supreme Court Frieze

- **Menes** (c. 3200 B.C.) First King of the first dynasty of ancient Egypt. He unified Upper and Lower Egypt under his rule and is one of the earliest recorded lawgivers. Menes is shown in the frieze holding the ankh, an Egyptian symbol for life.
- **Hammurabi** (c. 1700s B.C.) King of Babylon credited with founding the Babylonian Empire. He is known for the Code of Hammurabi, one of the earliest known legal codes. The first stone of the Code depicts him receiving the law from the Babylonian Sun God.
- **Moses** (c. 1300s B.C.) Prophet, lawgiver, and judge of the Israelites. Mosaic Law is based on the Torah, the first five books of the Old Testament. Moses is depicted in the frieze holding two overlapping tablets, written in Hebrew, representing the Ten Commandments. Partially visible from behind Moses' beard are Commandments six through ten.
- **Solomon** (c. 900s B.C.) King of Israel and renowned judge. His name, meaning "figure of the wise man," has become synonymous with "judicial wisdom."
- **Lycurgus** (c. 800 B.C.) Legislator of Sparta. Lycurgus is credited with being one of the reformers of Sparta's constitution. He left Sparta after convincing the Spartan leadership not to change his laws until he returned, but he never did.
- **Solon** (c. 638 - 558 B.C.) Athenian lawgiver. He was appointed archon, an officer of state, and was charged with remodeling the Athenian constitution in 594 B.C. He was instrumental in codifying and reforming Athenian law, often revising the laws of Draco. His name has come to mean "a wise and skillful lawgiver."
- **Draco** (c. 600s B.C.) One of Solon's legal predecessors in Athens. Around 620 B.C., he committed an Athenian code of laws to paper for the first time. His code included many strict penalties and death sentences, often for what seemed to be minor offenses. Thus, the word "draconian," meaning harsh or cruel, is derived from his name.

## Law & Justice GPS Roll Out



# General Assessment Ideas

- Powerpoint/paper on historical person
- Test
- Peer score on creative ideas
- Identify historical lawgivers from frieze

Law & Justice GPS Roll Out





# Academic Integration

- *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.*
- *SSCG16 The student will demonstrate knowledge of the operation of the federal judiciary.*
- *SSCG21 The student will demonstrate knowledge of criminal activity.*
- *SSCG22 The student will demonstrate knowledge of the criminal justice process.*
- *SSWH21 The student will analyze globalization in the contemporary world.*
- *ELA10RC2 The student participates in discussions related to curricular learning in all subject areas.*

Law & Justice GPS Roll Out



# FEDERAL AND GEORGIA CRIMINAL LAW

- Students will identify which cases fall under federal or state purview. Students will also determine appropriate charges based upon the facts of a case.

Law & Justice GPS Roll Out



# FEDERAL AND GEORGIA CRIMINAL LAW

## **PS-LCRP-4. Students will demonstrate a basic understanding of state and federal criminal codes**

- a. Identify the elements of crimes commonly prosecuted.
- b. Compare the federal and state criminal definitions of crimes commonly prosecuted.
- c. Identify the ways crimes are classified and categorized.
- d. Compare criminal defenses.
- e. Evaluate a case and determine proper prosecutorial response.

Law & Justice GPS Roll Out



# General Lesson Ideas

- Breakdown in standard format (Party to Crime, Offenses against Person)
  - Show state and federal together
  - Cover only more common laws
- Apply Insanity, others – Cotnoir case
- Debate War on Drugs
- Guest speaker – attorney
- Remember – labs will break this up

Law & Justice GPS Roll Out



# General Assessment Ideas

- Criminal scenarios individual
  - Allow them to use materials
- Then have groups work on this assessment
- Test over material
- Create freshmen law guide
- Opening a law firm project
- Debates - graded

Law & Justice GPS Roll Out



# Academic Integration

- *SSCG15 The student will explain the functions of the departments and agencies of the federal bureaucracy.*
- *SSCG17 The student will demonstrate knowledge of the organization and powers of state and local government described in the Georgia Constitution.*
- *SSCG21 The student will demonstrate knowledge of criminal activity.*
- *SSCG22 The student will demonstrate knowledge of the criminal justice process.*
- *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.*

Law & Justice GPS Roll Out



# CONSTITUTIONAL LAW

- Students will explain the importance of contributions provided by constitutions—both the United States Constitution and the Constitution of the State of Georgia. Students will identify how constitutions define the structure of government and the rights of citizens.

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# CONSTITUTIONAL LAW

**PS-LCRP-5. Students will demonstrate knowledge of the importance of the United States and Georgia Constitutions and the basic protections and restrictions guaranteed by the Bill of Rights.**

- Discuss the Fourteenth Amendment and due process.
- Identify the Fourth Amendment: protection against unreasonable search and seizures.
- Discuss the Fifth Amendment: protection against self-incrimination and double jeopardy.
- Discuss the Sixth Amendment: right to counsel and a fair trial.
- Discuss the Eighth Amendment: protection against excessive bail, excessive fines, and cruel and unusual punishment.

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# CONSTITUTIONAL LAW

## **PS-LCRP-7. Students will apply knowledge of major United States Supreme Court decisions to the role and function of law enforcement**

- Evaluate the restraints placed on law enforcement officers by the Bill of Rights.
- Discuss the laws of search and seizure in law enforcement scenarios.
- Apply the laws of interviews and interrogations in law enforcement scenarios.
- Apply the Miranda warning appropriately in various law enforcement scenarios.

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# CONSTITUTIONAL LAW

**PS-LCRP-8. Students will identify how constitutions define the structure of government and the rights of citizens.**

- Analyze the rights and responsibilities of United States citizens.
- Examine constitutional issues arising from the use of technology.

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# General Lesson Ideas

- Review first year material
  - Mnemonic Devices – “Fore”
- Introduce terms: Stare Decisis, et al
- Review methods for analyzing cases
  - Law Officers Bulletin “You Be the Judge”
- Walk groups through process
- Have groups analyze cases (start easy and choose cases that are clear)
- Go over analysis as a class

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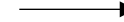


# General Assessment Ideas

- Test
  - Detailed con law in criminal procedure
- Assess group success with cases
- Peer evaluations for group work
  - See next page



# General Assessment Ideas



Partner Name: \_\_\_\_\_

A little

A lot

- 1 Did your partner **participate**?
- 2 Did your partner produce the necessary **quantity** of work?
- 3 Did your partner display a friendly **attitude**?
- 4 Did you think your partner was **creative**?
- 5 Did your partner help with **planning**?
- 6 Did your partner stay focused on the lesson?
- 7 Did your partner prevent distraction?
- 8 Did your partner lead by example?
- 9 Did your partner show initiative in getting the work done?
- 10 Would you like to work with this person again?

	1	2	3	4	5
Column Totals:					

Student One

Individual Total

=

Describe how your partner contributed to the group:

# Academic Integration

- *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.*
- *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.*
- *SSCG17 The student will demonstrate knowledge of the organization and powers of state and local government described in the Georgia Constitution.*
- *SSCG21 The student will demonstrate knowledge of criminal activity.*
- *SSCG22 The student will demonstrate knowledge of the criminal justice process.*

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# CRIMINAL PROCEDURE

- Students will follow the formation of a criminal investigation from initial complaint through the pretrial process. Students will connect constitutional safeguards to the prosecutorial process.

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# CRIMINAL PROCEDURE

## **PS-LCRP-9. Students will link constitutional limitations to proper prosecutorial procedure.**

- a. Identify each stage of the criminal investigation leading to indictment.
- b. Appraise the constitutionality of police investigative actions.
- c. Demonstrate basic understanding of probable cause.
- d. Describe Supreme Court cases that impact the justice system.

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# General Lesson Ideas

- Chapters 2-5 (CP, Hails)
- Application to police investigations
- Guest speaker – investigator
- Use student scenarios to explain legal concepts – Does a girl like a boy to discuss probable cause
- Case analysis pertaining to chapter topics

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# General Assessment Ideas

- Tests
- Case analysis grade
- Peer grade
- Important Cases powerpoint

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# Academic Integration

- *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.*
- *SSCG3 The student will demonstrate knowledge 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.*
- *SSCG21 The student will demonstrate knowledge of criminal activity.*
- *SSCG22 The student will demonstrate knowledge of the criminal justice process.*

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# PRE-TRIAL PROCEDURES

- Students will identify pretrial activities in which both prosecutors and defense attorneys engage.

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# PRE-TRIAL PROCEDURES

**PS-LCRP-10. Students will explore the roles of each participant in the pretrial process.**

- a. Identify each participant in the process.
- b. Distinguish between each pretrial stage.
- c. Identify rationales for how prosecutors choose criminal charges.
- d. Determine appropriate constitutional challenges for given pretrial scenarios.
- e. Debate the plea bargaining process.

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# General Lesson Ideas

- Guest Speaker – DA, Solicitor or similar
- Hand out “practice” mock trial packet
  - Georgia Mock Trial through ABA
- Have student groups determine charges from mock trial
- Have students argue legal challenges from mock trial
- Debate/discuss plea bargaining
- Chapters 7-9 (CP, Hails)

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# General Assessment Ideas

- Test
- Debate grade
- Group grades on charges
- Grade for challenges

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# Academic Integration

- *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.*
- *ELA12LSV1 The student participates in student-to-teacher, student-to-student, and group verbal interactions.*
- *SSCG21 The student will demonstrate knowledge of criminal activity.*
- *SSCG22 The student will demonstrate knowledge of the criminal justice process*

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# JURIES, TRIAL PROCEDURES AND EXAMINATIONS

- Students will experience a criminal trial via mock trial.

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# JURIES, TRIAL PROCEDURES AND EXAMINATIONS

**PS-LCRP-11. Students will explain how juries are selected**

- a.Explain voir dire.
- b.Assess a case for jury selection strategies.
- c.Identify constitutional requirements relating to the jury.

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# JURIES, TRIAL PROCEDURES AND EXAMINATIONS

## **PS-LCRP-12. Students will participate in a mock trial**

- a.Explain the stages of a trial after jury selection.
- b.Appraise a case for prosecutorial and defense strategies.
- c.Design an opening and closing statement.
- d.Establish evidence through direct examination.
- e.Challenge testimony through cross examination.
- f.Predict constitutional challenges to trial errors.
- g.Formulate proper objections.

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# General Lesson Ideas

- Chapter 10 & 11 (CP, Hails)
- Jury selection game
- Mock Voir Dire
- Software
- *May it Please the Court* video and documents
- Walk through practice mock trial
  - Students prepare opening, direct, cross, and closing

Law & Justice GPS Roll Out



# General Lesson Ideas

- Play Objection Game
- Guest Speaker – defense attorney and prosecution attorney
- Field Trip – courthouse
- “Mid-term” mock trial – quick one
- “Final Exam” mock trial at courthouse – Jury summons for parents

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# General Assessment Ideas

- Test
- Performance grades
- Peer evaluations
- Firm grades
- Objection Challenge

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# Academic Integration

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

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# POST TRIAL LEGAL PROCEDURES

- Students will investigate legal issues which occur once a defendant is convicted.

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# POST TRIAL LEGAL PROCEDURES

**PS-LCRP-13. Students will examine the post trial process.**

- a. Identify the different appellate courts and their jurisdictions.
- b. Evaluate a case for constitutional and legal challenges.
- c. Debate correctional legal issues.
- d. Compare the state and federal appeals process specific to capital punishment.
- e. Justify their opinion on capital punishment.

Law & Justice GPS Roll Out



# General Lesson Ideas

- Chapters 12-15 (CP, Hails)
- Use mock trials to have students assess reason for appeals
- Guest Speaker – ACLU, Georgia Innocence Project, similar
- Debate inmates rights – medical care (transplants), tents in the desert, etc
- Personal position paper on Capital Punishment
- Read Blacks Law or Actual Innocence

Law & Justice GPS Roll Out



# General Assessment Ideas

- Tests
- Debate grade
- Position paper grade
- Reading grade

Law & Justice GPS Roll Out



# Academic Integration

- *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.*
- *ELA10W3 The student uses research and technology to support writing.*
- *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.*
- *SSCG22 The student will demonstrate knowledge of the criminal justice process.*

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# CIVIL LAW

- Students will be introduced to civil law and its procedures.

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# CIVIL LAW

**PS-LCRP-14. Students will be able to define civil law and cite examples of the primary areas of civil law.**

- Define civil law.
- Compare civil vs. criminal law.
- Identify categories of civil law.

**PS-LCRP-15. Students will identify the functions of civil lawsuits**

- Compare all parties involved in a civil suit versus a criminal trial.
- Indicate the primary purposes of civil lawsuits.
- Describe the types of civil lawsuits.

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# CIVIL LAW

## **PS-LCRP-16. Students advocate for a particular issue in a mock civil hearing.**

- Conduct a mock civil hearing.
- Describe the procedures involved.
- Research Georgia's statutes of limitations as they apply to civil law.

## **PS-LCRP-17. Students will be able to apply civil law to law enforcement.**

- Explain laws prohibiting discrimination including Title VII of the Civil Rights Act and the Americans with Disabilities Act.
- Discuss the relationship between an officer's improper use of discretion and potential liability for violating an individual's civil rights.

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# General Lesson Ideas

- Chapter 16 (CP, Hails)
- Mock civil trial – don't have to do whole trial
- Discuss how strategies are different in trial
- Discuss ADA and civil rights law as it impacts CJ
- Watch movie about civil litigation
  - Erin Brokovich
- Guest speaker – civil litigator

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# General Assessment Ideas

- Test
- Mock trial performance evaluations
- Firm grade for mock trial

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# Academic Integration

- *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.*
- *SSCG5 The student will demonstrate knowledge of the federal system of government described in the United States Constitution.*
- *SSWH21 The student will analyze globalization in the contemporary world.*
- *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.*
- *SSCG17 The student will demonstrate knowledge of the organization and powers of state and local government described in the Georgia Constitution.*
- *ELA10W3 The student uses research and technology to support 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.*
- *SSCG6 The student will demonstrate knowledge of civil liberties and civil rights.*
- *SSCG3 The student will demonstrate knowledge of the United States Constitution.*

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# COMMUNITY EMERGENCY RESPONSE TEAM (CERT)

- Students will learn how they may respond to emergencies in their community. This content follows the CERT certification program. CERT certification may be available for students. Cardiopulmonary resuscitation instruction may provide certification where available. Disaster medical training may provide first aid certification where available.

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# CERT

**PS-LCRP-18. Students will discuss the following disaster preparedness/emergency management agencies, including but not limited to: Department of Homeland Security, FEMA, & GEMA.**

**PS-LCRP-19. Students will demonstrate the steps of Basic Life Support (BLS).**

**PS-LCRP-20. Students will identify the types of hazards most likely to affect their homes and communities and describe steps to prepare for emergencies.**

**PS-LCRP-21. Students will describe the various origins of fires, classes of fires, and the correct means to extinguish each type of fire.**

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# CERT

**PS-LCRP-22. Students will identify and treat injuries of victims in a simulated disaster or emergency situation.**

**PS-LCRP-23. Students will analyze the components of an effective search and rescue operation.**

**PS-LCRP-24. Students will evaluate techniques for managing intra-personal reactions to crisis situations to assist in effectively meeting the needs of the victims and rescuers.**

**PS-LCRP-25. Students will explore terrorism.**

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# General Lesson Ideas

- CERT has its own instructors book with full implementation including powerpoints
- Print manuals
- Look to local FD/EMS for support
- Create scenarios that engage school
- Community service – emergency preparedness guides

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# General Assessment Ideas

- Test
- Scenario evaluation
- Performance assessment – splinting
- CPR certification

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# Academic Integration

- *Everything*

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# ADVANCED POLICE SKILLS AND TACTICS

- Dispersed throughout the course are the following advanced police activities.

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# ADVANCED POLICE SKILLS AND TACTICS

**PS-LCRP-26. Students will demonstrate proficiency in advanced police skills and tactics.**

- Demonstrate basic control holds used by law enforcement officers.
- Utilize handcuffs to properly secure a subject.
- Assess appropriate levels of force required from given situations.
- Explain proper use of batons and other less-than-lethal options.
- Utilize techniques employed by officers in patrol operations.

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# ADVANCED POLICE SKILLS AND TACTICS

- Assess vehicle approach situations.
- Select proper techniques in traffic stops in given vehicle approach situations.
- Formulate a plan for proper tactical entry into a building
- Demonstrate clearing a building including navigating unique architectural features
- Explain techniques for handling non-compliant detainees
- Distinguish between a variety of strikes and pressure points used in law enforcement

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# General Lesson Ideas

- Go over lab rules
- Enforce lab attire rules – shoes!
- Use Skills USA competitions as framework for program level competitions

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# General Assessment Ideas

- Performance evaluations
- Scenario assessments
- Police reports/narratives

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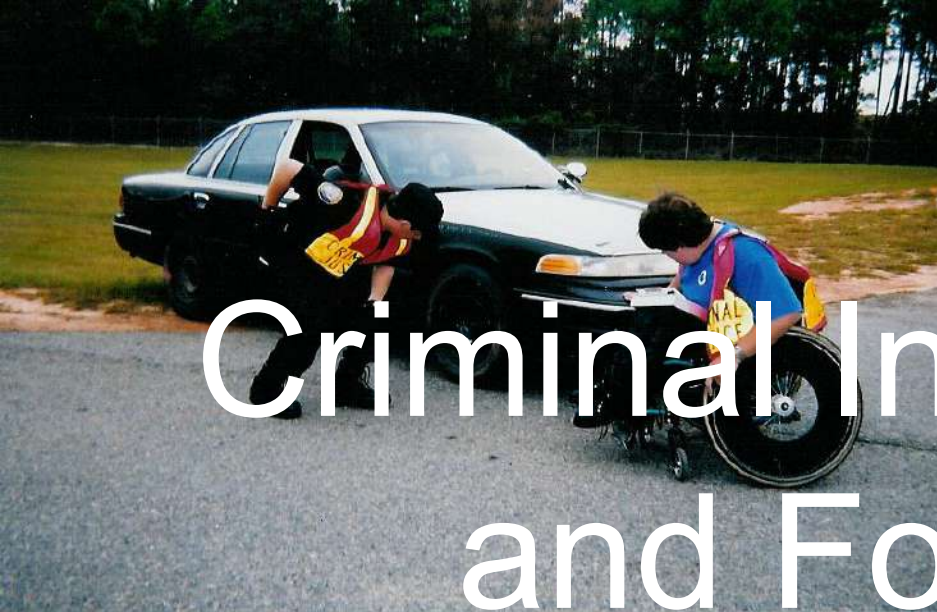


# Academic Integration

- *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.*
- *SC5. Students will understand that the rate at which a chemical reaction occurs can be affected by changing concentration, temperature, or pressure and the addition of a catalyst.*
- *SSCG3 The student will demonstrate knowledge of the United States Constitution.*

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# Criminal Investigation and Forensics

## Third Year Course

# Course Formation

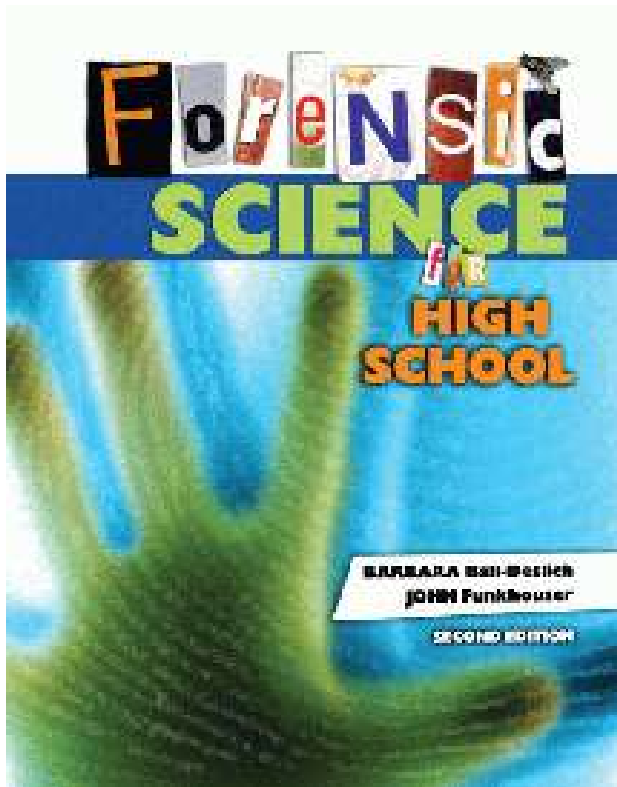
- Mostly unchanged old forensics
  - Less science intensity
- Criminology expanded
- Overall better organization
  - Thanks Sheree!
- Great capstone course
  - Keeps the numbers
- Partial pilot now – full pilot next year

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# Textbook referred to (not “official”)



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# FORENSICS: AN INTRODUCTION AND ANALYSIS

- Students will develop a basic understanding of requirements for one to work as a forensic scientist. Student will learn that the success of a forensic scientist depends upon his or her ability to work with law enforcement officers and prosecutors in order to reach a successful completion to an investigation. Finally, students will study the CSI Effect and understand the implications it has on the successful prosecution of a crime.

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# FORENSICS: AN INTRODUCTION AND ANALYSIS

**PS-CIF-1. Students will explore the role and responsibilities of the forensic scientist.**

- a. Explain the relationship between attorneys and the forensic scientist.
- b. Compare and contrast the roles of the forensic scientist to the police officer and lawyer.
- c. Identify problems a forensic scientist may experience related to testifying in court.
- d. Describe the forensic scientist's role as an expert witness.
- e. Explain the role of the crime lab in a criminal investigation.
- f. Discuss the CSI Effect and the resulting problems which may arise during criminal prosecution.

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# General Lesson Ideas

- Read a Sherlock Holmes story
- Guest speaker – CSI
- Demonstrate Locards Exchange Principle
- Watch CSI and discuss its affects on jurors
- Chapter 1 (FSHS) and notes
- Timeline forensic history
- Read *Daubert & Frye* and discuss their implications

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# General Assessment Ideas

- Test
- Timeline assignment
- *Frye/Daubert* assignment

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# Academic Integration

- *SSCG6 The student will demonstrate knowledge of civil liberties and civil rights.*
- *SSCG21 The student will demonstrate knowledge of criminal activity.*
- *SSCG22 The student will demonstrate knowledge of the criminal justice process.*
- *ELA10RC2 The student participates in discussions related to curricular learning in all subject areas.*

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# IDENTIFICATION, COLLECTION AND EXAMINATION OF TRACE EVIDENCE:

- Students will be able to identify different types of trace evidence and determine its evidentiary value to an investigation. Students will learn the importance of the interpretation of this evidence and will be successful in performing basic on-scene processes, collections and evaluations of each of these types of evidence.

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# IDENTIFICATION, COLLECTION AND EXAMINATION OF TRACE EVIDENCE:

**PS-CIF-2. Students will analyze and understand the significance of hairs, fibers, paint, glass, soil and blood spatter to a forensic investigation.**

- a. Describe the purpose for the of the collection and processing of various types of evidence.
- b. Demonstrate the correct procedures for collecting various types of trace evidence.
- c. Distinguish between natural and synthetic fibers.
- d. Illustrate the process of using blood spatter analysis to recreate an investigation.
- e. Explain the importance of glass, soil, and paint evidence.





# General Lesson Ideas

- Introduction to microscopes lab
- Trace evidence lab
- Blood spatter lab
- Hair & Fibers Lab
- Chapters 2, 5, 6, 9, 10, 13, & 14
- Class v Individual activity
- Media: Wayne Williams Trial

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# General Assessment Ideas

- Lab reports
- Tests
- Activity worksheets

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# Academic Integration

- *MM2G2. Students will define and apply sine, cosine, and tangent ratios to right triangles.*
- *MM2G4. Students will find and compare the measures of spheres.*
- *MM4P1. Students will solve problems (using appropriate technology).*
- *MM4P2. Students will reason and evaluate mathematical arguments.*
- *MM4P3. Students will communicate mathematically.*
- *ELA12W3 The student uses research and technology to support writing.*
- *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.*

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# FINGERPRINTS

- Students will discuss the history of fingerprints. Students will also identify prints and classify, as well as use various methods to develop fingerprints.

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# FINGERPRINTS

**PS-CIF-3 Students will demonstrate methods of fingerprint development.**

- a. Identify fingerprint patterns.
- b. Compare fingerprints from various sources.
- c. Make positive identifications.
- d. Identify various appropriate methods of fingerprint development.
- e. Demonstrate methods of fingerprint.
- f. Explain the history of fingerprint examination.

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# General Lesson Ideas

- Chapter 4
- Fingerprint lift lab
- Fingerprint rolling lab
- Forensic light demonstration
- Classification lab
  - Balloon
- Guest Speaker – fingerprint expert

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# General Assessment Ideas

- Test
- Lab reports
- Comparison assessment
- Proficiency grade

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# Academic Integration

- *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.*
- *ELA12C2 The student demonstrates understanding of manuscript form, realizing that different forms of writing require different formats.*
- *SSCG6 the student will demonstrate knowledge of civil liberties and civil rights.*
- *SSCG21 The student will demonstrate knowledge of criminal activity.*
- *SSCG22 The student will demonstrate knowledge of the criminal justice process.*

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# IMPRESSIONS EVIDENCE: Shoes, Teeth, Tire, Tool Marks, Firearms and Ballistics

- Students will study typical examples of impression evidence. Students will compare and contrast ballistics evidence and understand how that evidence is produced by firearms. Students will study the role of the forensic dentist and examine issue involving identifying the dead through dentition and identifying suspects through bite marks. Additionally, tire, footwear and tool impressions will be examined.

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# IMPRESSIONS EVIDENCE: Shoes, Teeth, Tire, Tool Marks, Firearms and Ballistics

**PS-CIF-4. Students will demonstrate an understanding of impressions evidence and how that evidence is used in a criminal investigation.**

- a. Describe be how ballistic evidence is created and how it is used in an investigation.
- b. Produce casts of footwear and tire impressions.
- c. Discuss various methods of enhancing shoe and tire impressions.
- d. Describe the role of the forensic odontologist in the identification of bodies and in mass disasters.
- e. Explain how impressions are used to solve crime.



# General Lesson Ideas

- Casting a footprint
- Bite mark lab
- Field trip to crime lab – ATF
- Notes on ballistics and impressions

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# General Assessment Ideas

- Test
- Completion/proficiency grades

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# Academic Integration

- *SAP1 Students will analyze anatomical structures in relationship to their physiological functions.*
- *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.*
- *ELA12C2 The student demonstrates understanding of manuscript form, realizing that different forms of writing require different formats.*
- *SSCG21 The student will demonstrate knowledge of criminal activity.*
- *SSCG22 The student will demonstrate knowledge of the criminal justice process.*

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# THE BODY AS EVIDENCE

- Students will understand the role and responsibilities of a forensic pathologist. They will understand why autopsies are performed and the potential evidence that can be obtained from the body. Additionally, students will study decomposition, its stages and environmental influences.

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# THE BODY AS EVIDENCE

**PS-CIF-5. Students will understand the methods involved when using the body as evidence for a criminal investigation.**

- a. Describe the various methods of death.
- b. Identify the bones of the human body.
- c. Distinguish both gender and racial features from a skeleton.
- d. Discuss the nature and importance of body fluids as evidence.
- e. Explain autopsy.
- f. Explain the process of decomposition.
- g. Explain the role of a forensic pathologist.

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# General Lesson Ideas

- Chapter 12
- Media – autopsy
- Fieldtrip – autopsy
- Guest speaker – pathologist
- Entomology lab
- Anthropology lab

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# General Assessment Ideas

- Test
- Lab reports
- Results report on experiments

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# Academic Integration

- *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.*

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# SEROLOGY AND DNA

- Students will understand the civil and criminal uses of DNA evidence. Students will also become familiar with the different human sources from which DNA can be determined. Students will understand the legal issues from the point of view of a forensic scientist. Students will address the ethical challenges and application of scientific logic in the concept of the criminal justice system. Additionally, students will address admissibility issues and legal challenges which result from DNA evidence.

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# SEROLOGY AND DNA

**PS-CIF-6. Students will describe the evidentiary value of the human body evidence.**

- a. Describe both civil and criminal uses of DNA evidence.
- b. List the various sources from which DNA can be extracted from humans.
- c.. Understand the importance and application of DNA profiling in criminal investigations.
- d. Argue possible challenges which may be presented in court to refute DNA evidence.
- e. Describe serology and its use as evidence.

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# General Lesson Ideas

- Chapter 11
- DNA lab
- DNA demonstrations
- Electrophoresis demonstration
- Media – A Case for Innocence
- Investigate DNA evidence challenges

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# General Assessment Ideas

- Test
- Lab report
- Investigation report

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# Academic Integration

- *SB2 Students will analyze how biological traits are passed on to successive generations.*
- *SAP5 Students will analyze the role of the reproductive system as it pertains to the growth and development of humans.*

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# DRUGS AND TOXICOLOGY

- Students will be exposed to the function of the crime laboratory in regard to the analysis of controlled substances. Additionally, students will study the relationship that toxicology has in determining the cause of death during autopsy.

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# DRUGS AND TOXICOLOGY

**PS-CIF-7. Students will understand how substances in the body are identified.**

- a. Explain gas chromatography.
- b. Describe effects on the body of various types of drugs of abuse.
- c. List the different human specimen which can be tested for toxins.
- d. Describe the role of the forensic toxicologist during a post-mortem investigation.

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# General Lesson Ideas

- Chapters 7&8
- Guest Speaker – lab scientist
- Discuss drug abuse – not another health class, but from our own perspective seeing the damage
- Debate the war on drugs

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# General Assessment Ideas

- Test
- Debate participation

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# Academic Integration

- *SSCG21 The student will demonstrate knowledge of criminal activity.*
- *SSCG22 The student will demonstrate knowledge of the criminal justice process.*
- *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.*
- *SC1 Students will analyze the nature of matter and its classifications.*

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# INTERVIEWS AND INTERROGATIONS

- Students will learn of the legal aspects involved in the interrogation of suspects. Additionally, students will learn appropriate methods for conducting interviews, interrogations, and for eliciting confessions. Students will also examine various forms of technology which assist investigators in gaining the truth.

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# INTERVIEWS AND INTERROGATIONS

**PS-CIF-8. Students will demonstrate basic interview techniques.**

- a. Identify sources of information available to investigators.
- b. Compare interviews and interrogations.
- c. Distinguish between confessions and admissions.
- d. Explain important case law as it relates to interviews and interrogations.
- e. Demonstrate basic interview techniques.

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# General Lesson Ideas

- Media – Never Be Lied to Again
- Interview/Interrogation practicum
- Review legal issues
- Review kinesthetic methods of deception detection
- Use video of suspects in famous cases talking to media looking for signs of deception

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# General Assessment Ideas

- Test
- Participation/proficiency grade

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# Academic Integration

- *ELA12LSV1 The student participates in student-to-teacher, student-to-student, and group verbal interactions.*
- *ELA10RC2 The student participates in discussions related to curricular learning in all subject areas.*
- *SSCG21 The student will demonstrate knowledge of criminal activity.*
- *SSCG22 The student will demonstrate knowledge of the criminal justice process.*
- *ELA10RC4 The student establishes a context for information acquired by reading across subject areas.*

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# NOTES, REPORTS, AND LEGAL ISSUES

- Students will learn to take concise notes from which they will write clear and accurate police incident reports. Students will learn the importance of this form of written communication which is essential for the criminal investigation. Students will become familiar with the numerous types of police reports and understand their application for criminal and civil processes.

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# NOTES, REPORTS, AND LEGAL ISSUES

**PS-CIF-9. Students will complete concise investigative reports.**

- a. Identify the appropriate reports to write for various situations.
- b. Create clear, concise and thorough reports.
- c. Differentiate between the various types of police reports.
- d. List the questions complete reports should answer.
- e. Describe the legal implications of police reports.

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# General Lesson Ideas

- Software – Report Writing
- Media – Report Writing
- *The New Police Report Manual*
- Review narratives
- Use episode of Cops and have them write a report from segment
- Show students actual police reports
  - Look for cases where multiple officers or investigators wrote reports

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# General Assessment Ideas

- Report writing from Cops
- Use later mock crime scene as another assessment of writing
- Completion of software or reading notes from manual

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# Academic Integration

- *SSCG21 The student will demonstrate knowledge of criminal activity.*
- *SSCG22 The student will demonstrate knowledge of the criminal justice process.*
- *SSCG18 The student will demonstrate knowledge of the powers of Georgia's state and local governments.*
- *ELA10W1 The student produces writing that establishes an appropriate organizational structure, sets a context and engages the reader, maintains a coherent focus throughout, and signals closure.*
- *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.*

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# PRELIMINARY INVESTIGATION AND PRESERVING THE CRIME SCENE

- Students will learn appropriate procedure involved when placed in the situation of being the first responder to a crime scene. This will include rendering aid, identifying witnesses, suspects and possible evidence. Students will also learn methods of preserving the crime scene.

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# PRELIMINARY INVESTIGATION AND PRESERVING THE CRIME SCENE

**PS-CIF-10 Students will demonstrate the ability to successfully investigate a crime scene.**

- a. Explain the role of evidence in a criminal investigation.
- b. Create base-line and triangulation diagrams of a crime scene.
- c. Demonstrate the photography of a crime scene.
- d. Explain the use of photographic evidence in an investigation.
- e. Explain the various search patters utilized to search for evidence.
- f. Describe the significance of securing and preserving a crime scene.
- g. Describe the importance of recreating a crime scene.
- h. Demonstrate methods of locating and identifying evidence at a crime scene.





# General Lesson Ideas

- Set up simple mock crime scene and demonstrate techniques
- Set up similar mock crime scene and have student process in small groups
- Students will complete all paperwork, diagrams, etc.
- Simulate Skills USA CSI competition
- Guest Speaker – crime scene specialist

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# General Assessment Ideas

- Test
- Proficiency from mock crime scene
- Evaluate paperwork submitted
- Use score evaluations from CSI competitions



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# Academic Integration

- **Academic Standard(s):**
- *SSCG21 The student will demonstrate knowledge of criminal activity.*
- *SSCG22 The student will demonstrate knowledge of the criminal justice process.*
- *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.*

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# CONDUCTING A HOMICIDE INVESTIGATION

- Students will investigate a mock crime. They will collect evidence, interview witnesses and suspects, process evidence, and produce appropriate police reports. Students will apply knowledge gained throughout the course to reach a successful conclusion to this investigation.

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# CONDUCTING A HOMICIDE INVESTIGATION

**PS-CIF-11. Students will demonstrate the ability to conduct a homicide investigation.**

- a. Secure a crime scene.
- b. Photograph a mock crime scene.
- c. Diagram a mock crime scene.
- d. Collect, package, and process evidence.
- e. Interview witnesses and interrogate suspects.
- f. Write reports documenting each step of the investigation.
- g. Identify methodologies unique to homicide investigation.



# General Lesson Ideas

- Notes
- Investigating a Homicide workbook
- Guest Speaker – homicide detective
- Similar to last unit – but now have them collect/process the evidence and interview/interrogate as well
- If possible – have professional actively give feedback while they process the scene

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# General Assessment Ideas

- Test
- Completion/correctness of manual
- Similar to last unit with crime scene as grade
  - Mock Crime Scene Final Exam

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# Academic Integration

- *ELA12LSV1 The student participates in student-to-teacher, student-to-student, and group verbal interactions.*
- *SSCG22 The student will demonstrate knowledge of the criminal justice process.*
- *MM1G1 Students will investigate properties of geometric figures in the coordinate plane.*
- *MM1G3 Students will discover, prove, and apply properties of triangles, quadrilaterals, and other polygons.*
- *MM1P3 Students will communicate mathematically.*
- *MM1P4 Students will make connections among mathematical ideas and to other disciplines.*
- *MM1P5 Students will represent mathematics in multiple ways.*

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# CRIMINOLOGICAL THEORY

- Students will explore various theories of criminology. Students will understand the application of psychology to the legal process.

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# CRIMINOLOGICAL THEORY

**PS-CIF-12. Students will examine various approaches to explain crime.**

- a. Describe the various theories/approaches to explain crime.
- b. Recognize the relationship between psychological profiling to modus operandi.

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# General Lesson Ideas

- Chapter 3 (Intro to CJ, Bohm)
- Notes
- Read In Cold Blood, Capote
  - Discuss reasons why Dick and Perry ended up murdering the Clutters
    - Particular attention to last 30 pages
- Survey opinions on nature v nurture
- Guest Speaker – forensic psychologist or professor

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# General Assessment Ideas

- Essay on In Cold Blood
- Surveys
- Test
- Nature v Nurture debate

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# Academic Integration

- *ELA12LSV1 The student participates in student-to-teacher, student-to-student, and group verbal interactions.*
- *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.*
- *SSCG21 The student will demonstrate knowledge of criminal activity.*
- *SB2 Students will analyze how biological traits are passed on to successive generations.*

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# SERIAL CRIMINALS

- Students will be introduced to criminal profiling as it relates to the investigation of serial offenders. Students will understand the application of psychology to explore criminal investigation.

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# SERIAL CRIMINALS

**PS-CIF-13. Students will demonstrate knowledge of criminal profiling as well as the role of the profiler in an investigation.**

- a. Explain a basic profile of a serial killer.
- b. Describe the role of a profiler in a serial investigation and as an expert witness during prosecution.
- c. List classification levels of serial offenders (organized, disorganized.)

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# General Lesson Ideas

- *Mind of a Killer* CDROM
- Student create mini-PowerPoint's on killers and their profiles
- Notes
- Mock killer information – determine profile, keep it simple, groups
- Video on profilers
- *Criminal Minds*– early episode

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# General Assessment Ideas

- Test
- Presentations – rubric
- Proficiency in profiling

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# Academic Integration

- *ELA12LSV1 The student participates in student-to-teacher, student-to-student, and group verbal interactions.*
- *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.*
- *SSCG21 The student will demonstrate knowledge of criminal activity.*
- *SSCG22 The student will demonstrate knowledge of the criminal justice process.*
- *SB2 Students will analyze how biological traits are passed on to successive generations.*

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# ORGANIZED CRIME

- Students will learn investigative practices related to organized crime. They will learn of major organized crime groups as well as methods commonly used to combat these groups. Students will also be exposed to major laws which have been enacted to combat organized crime.

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# ORGANIZED CRIME

**PS-CIF-14. Students will explore organized crime.**

- a. Describe the history of organized crime.
- b. Identify various hate groups.
- c. Describe operations of street gangs.
- d. Describe techniques used to investigate organized crime.
- e. List federal laws which have been enacted to combat organized crime and hate groups.

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# General Lesson Ideas

- Watch *Gangs of New York*
  - Compare Irish gangs to street gangs today
- Notes
- Guest Speaker – gang unit
- Media – various gang videos
  - Monster (Sanyika Shakur)
- Student powerpoints on organized crime groups – triads, Gambino, etc

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# General Assessment Ideas

- Rubric from presentations
- Test
- Scenario with immigrant organized crime group and ways they would respond to such a group

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# Academic Integration

- *ELA12LSV1 The student participates in student-to-teacher, student-to-student, and group verbal interactions.*
- *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.*
- *SSCG21 The student will demonstrate knowledge of criminal activity.*
- *SSCG22 The student will demonstrate knowledge of the criminal justice process.*

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# Summative Information

# Miscellaneous Items



# Final Information

- Internships
- Post Secondary - Dual Enrollment with articulation
  - [http://www.gadoe.org/ci\\_cta.aspx?PageReq=CICTASeam](http://www.gadoe.org/ci_cta.aspx?PageReq=CICTASeam)
- Units and Lesson Plans
  - Pending
- EOCT
- Industry Certification

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# Co-Curricular Activities

- Skills USA
  - Tech Prep
  - Tactical Team
  - CJ
  - CSI Team
  - Con Law Quiz Bowl
- Explorers
- Mock Trial

Law & Justice GPS Roll Out





Questions?



Now is the time to ask!

