



Unit Description/Objectives:

Students will gain an understanding of the importance of forensic evidence located at crime scenes and be able to build a hypothesis based on the type, location and amount of evidence available to solve a crime.

Tasks:

PA101 - Collect hair, blood and other items for evidence.

PA102 - Collect, preserve and catalog physical evidence while maintaining a chain of custody.

PA103 - Secure a crime scene and collect physical evidence.

PA104 - Lift fingerprints.

PA105 - Make a casting of an impression.

PA106 - Describe how to use a computer and software to make a composite sketch of a suspect.

PA107 - Understand what DNA is and how it is applied to the crime scene.

PA108 - Demonstrate processing evidence with different materials, luminal, ninhydrin, powder, cyanonacrylate, etc.

PA109 - Describe how to measure and sketch a crime scene.

PA110 - Explain Locard's principle of transference of trace materials at a crime scene.

Standards / Assessment Anchors

Focus Anchor/Standard #1:

- Pennsylvania Core Standards for Reading for Technical Subjects Standard 3.5

Supporting Anchor/Standards:

KEY IDEAS/DETAILS GRADES 9-10-11-12

Standard CC.3.5.9-10.A / Standard CC.3.5.11-12A Cite specific textual evidence, etc.

Standard CC.3.5.9-10 B / Standard CC.3.5.11-12 B Determine the central ideas or conclusions of a text; etc.

Standard CC.3.5.9-10.C / Standard CC.3.5.11-12.C Follow precisely a complex multistep procedure, etc.

CRAFT & STRUCTURE GRADES 9-10-11-12

Standard CC.3.5.9-10. D / Standard CC.3.5.11-12.D Determine the meaning of symbols, key terms, and other domain specific words.

Standard CC.3.5.9-10.E / Standard CC.3.5.11-12.E Analyze the structure of the relationships among concepts in a text, etc.

Standard CC.3.5.9-10.F / Standard CC.3.5.11-12.F Analyze the author's purpose in providing an explanation, describing a procedure...and Analyze the structure of the relationships among concepts in a text.

INTEGRATE KNOWLEDGE & IDEAS GRADES 9-10

Standard CC.3.5.9-10.G Translate quantitative or technical information expressed in a text into visual form (e.g. a table or chart).

Standard CC.3.5.9-10. H Assess the reasoning in a text to support the author's claim for solving a technical problem.

Standard CC.3.5.9-10. I Compare and contrast findings presented in a text to those from other sources, etc.

INTEGRATE KNOWLEDGE & IDEAS GRADES 11-12

Standard CC.3.5.11-12. G Integrate and evaluate multiple sources of information presented in diverse formats...to solve a problem.

Standard CC.3.5.11-12. H Evaluate the hypotheses, data, analysis, and conclusions in a technical text, verifying the data when possible.

Standard CC.3.5.11-12. I Synthesize information from a range of sources into a coherent understanding.

RANGE OF READING GRADES 9-10-11-12

Standard CC.3.5.9-10.J / Standard CC.3.5.11-12.J By the end of grades 9-10, AND 11- 12, read and comprehend technical texts independently and proficiently.

Focus Anchor/Standard #2:

- Pennsylvania Core Standards for Writing for Technical Subjects Standard 3.6

Supporting Anchor/Standards:

TEXT TYPES AND PURPOSE GRADES 9-10-11-12

Standard CC.3.6.9-10.A Standard CC.3.6.11-12.A Write arguments focused on discipline specific content.

Standard CC.3.6.9-10.B Standard CC.3.6.11-12.B Write informative or explanatory texts, including the narration of technical processes, etc.

PRODUCTION & DISTRIBUTION OF WRITING GRADES 9-10-11-12

Standard CC.3.6.9-10.C Standard CC.3.6.11-12 C Produce clear and coherent writing...appropriate to task, purpose, and audience.

Standard CC.3.6.9-10 D Standard CC.3.6.11-12.D Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

Standard CC.3.6.9-10.E Standard CC.3.6.11-12.E. Use technology, including the internet, to produce, publish, and update individual or shared writing products.

RESEARCH GRADES 9-10-11-12

Standard CC.3.6.9-10.F Standard CC.3.6.11-12.F Conduct short and more sustained research to

answer a question or solve a problem.

Standard CC.3.6.9-10.G. Standard CC.3.6.11-12.G Gather relevant information from multiple authoritative print and digital sources, following a standard format for citation.

Standard CC.3.6.9-10.H. Standard CC.3.6.11-12.H. Draw evidence from informational texts to support analysis, reflection, and research.

RANGE OF WRITING GRADES 9-10-11-12

Standard CC.3.5.9-10.I & Standard CC.3.5.11-12.I. Write routinely over extended time frames and shorter time frames for a range of tasks, purposes and audiences...etc.

Connecting Anchor/Standard:

- Pennsylvania Core Standards for Mathematics Standard 2.0

Supporting Anchor/Standards:

NUMBERS AND OPERATIONS

Standard 2.1.HS.F.2 Apply properties of rational and irrational numbers to solve real world or mathematical problems.

Standard 2.1.HS.F.4 Use units as a way to understand problems and to guide the solution of multistep problems.

Standard 2.1.HS.F.5 Choose a level of accuracy appropriate to limitations on measurement when reporting quantities.

Standard 2.1.HS.F.6 Extend the knowledge of arithmetic operations and apply to complex numbers

Instructional Activities:

Knowledge:

Participate in group activities
Participate in theory discussion
Respond to questions
Participate in a KWL activity
Complete a pretest for the assigned chapter
Anticipation guide
Take notes using the indicated method
Small Group Oral Reading/Questioning
Exit slips of learning
Exit slips of questions
Focus Free Writing
Writing journals
What are three things that you learned?
Directed reading or learning questions
Think- Pair-Share

Skill:

Demonstrate a working knowledge of the essential components of the initial response to a crime scene
Assemble the information related to the initial actions upon arrival at the crime scene
Demonstrate the ability to assess a scene to ensure officer safety and scene control
Demonstrate competence in each of the topic areas through testing— either written, practical, or both:
Note or log dispatch information
Be aware of any persons or vehicles leaving the crime scene.

- Approach the scene cautiously
- Assess the scene for officer safety
- Remain alert and attentive
- Treat location(s) as a crime scene until determined to be otherwise
- Demonstrate overall scene awareness by noting All essential information initially received
- Documenting all persons or vehicles leaving the crime scene
- Assessing the scene to ensure officer safety and scene status

Given a crime scene scenario, the student is expected to identify appropriate methods to:

- Evaluate the scene for safety concerns
- Approach the scene with caution
- Survey the scene for dangerous persons and control the situation
- Notify supervisory personnel and call for assistance/backup
- Surveying a scene for dangerous persons and controlling the situation until support arrives, note all related safety concerns and contact appropriate individuals/agencies to handle dangers, and identify appropriate methods of cautiously approaching a scene to reduce safety risks to individuals near the scene
- Control all persons at the scene
- Identify all persons at the scene
- Exclude unauthorized/nonessential personnel from the scene
- Assess and implement the levels of control required for persons or personnel at a crime scene while ensuring the safety of others and the integrity of potential evidence
- Demonstrate the ability to identify persons at the scene.

Conduct Scene Assessment

- Talk to the first responder regarding his/her observations/activities
- Evaluate safety issues for personnel entering the scene
- Evaluate search and seizure issues
- Evaluate/establish the path of scene entry/exit
- Evaluate initial scene boundaries
- Determine/prioritize the scene investigation(s)
- Establish a staging area for consultation and equipment
- Establish communication between individuals at multiple scenes
- Ensure that the surrounding area is canvassed
- Ensure preliminary documentation/photography
- Ensure that the surrounding area is canvassed
- Ensure preliminary documentation/photography
- Establish a secure area for temporary evidence storage
- Determine additional resource requirements
- Ensure scene integrity/security
- Ensure that witnesses to the incident are identified and separated
- Demonstrate the ability to obtain information from the first responder
- Evaluate safety, search and seizure issues
- Evaluate scene boundaries and entry and exit path(s)
- Prioritize investigative activities
- Allocate current resources and determine the need for additional resources
- Ensure that witnesses are separated and identified, the area is canvassed, and the scene is secured and properly photographed and documented
- Establish, if necessary, areas for consultation and storage of equipment and evidence

Document the Scene

- Determine the type of documentation necessary for the specific scene
- Coordinate documentation of the scene
- Photograph the scene
- Videotape the scene as an optional supplement to photographs
- Prepare preliminary sketch(es) and take measurements
- Generate notes at the scene (e.g., photo logs, checklists, evidence log, chain of custody forms, detailed condition of the item(s))
- Determine the type of documentation necessary for a specific scene.
- Write a full report based on his/her notes, photograph the scene, and draw sketches

Collect, Preserve, Inventory, Package, Transport, and submit evidence

- Maintain scene security throughout processing and until the scene is released
- Document the location, date, and who collected the evidence
- Collect items identified as evidence

Establish chain of custody
Obtain standard/reference samples from the scene
Obtain control samples from the scene
Obtain elimination samples (as necessary)(fingerprints, blood)
Secure electronically recorded evidence from the vicinity of the scene (immediately)
Transport and submit evidence for secure storage
Identify and secure evidence in proper containers
Document the description and condition of firearms/weapons (prior to rendering them safe)
Avoid excessive handling of evidence after it is collected
Maintain evidence at the scene in a manner designed to diminish degradation/loss, spoliation
Transport and submit evidence for secure storage
Demonstrate all aspects of scene processing, including the collection, preservation, inventory, packaging, transportation, and submission of physical evidence
Take notes; collect various types of evidence, including latent prints, footwear or tire impression(s), biological fluids/stains, trace evidence, firearms evidence, questioned documents, volatiles, and drugs; establish chain of custody; and write a report
Distinguish the difference between control, standard/reference, and elimination samples

Remediation:

Review with teacher assistance
Study group
Individual tutoring
Group tutoring
Peer tutoring
Review games
Retest or alternative assessment
Study guides
Checklists
Alternative explanations

Enrichment:

Access media based Crime Scene Investigation resources
CTSO competition practice
Video scenario evaluation synthesize
Problem solving with Crime Scene evidence scenarios
Peer Review

Special Adaptations:

- Extended Time (assignments and/or testing)
- Graphic Organizer
- Chunking of Assignments/Material
- Preferential Seating
- Directions/Comprehension Check (frequent checks for understanding)
- Study Guide
- Directions and/or Tests Read Aloud
- Use of Calculator
- Taking Tests in Alternate Setting (or if requested)
- Verbal/Gestural Redirection (prompts to remain on task)
- No Penalization for Spelling
- Small Group Instruction
- Use of Computer (Access to)
- Positive Reinforcement
- Access to School Counselor
- Use of Highlighter/Highlighted Text
- Variety of Assessment Methods
- Use of Assistive Device (i.e. notepad, laptop, etc.)
- Highly Structured Classroom
- Syllabus for Major Projects
- Grading Rubric
- Clear Language for Directions
- Use of Multisensory Approach

- Provide Opportunities to Retest
- Use a variety of Modalities when Introducing Skills/Concepts
- Books on Tape or CD
- Copies of Text for Home
- Cue for Oral Response
- Text to Speech (other than for NOCTI)
- Encourage Student to Check Work Before Turning In
- Provide repetition During Initial Instruction
- Provide Verbal and Written Directions
- All Vocabulary to be Defined Before Testing
- Encouragement to Participate in Positive Leadership Roles
- Student Self-Evaluation for Behavior
- Exempt from reading Aloud in Front of Peers

Safety:

Student must:

Handle equipment in a safe and workmanlike manner

Know and follow established safety rules at all times

Follow manufacturers' directions when using any product, tool, equipment etc.

Assessment:

Quizzes

Essays

Log/Journal

Writing Activities

Video/DVD Worksheets

Rubrics

Check Lists

Debates

Oral Presentation

- FORMATIVE/SUMMATIVE EVALUATION

- Business and Industry Credentialing Tests

- Traditional Tests - multiple choice, matching, true/false, short answer completion

- Traditional Quizzes - multiple choice, matching, true/false, short answer completion

- Graded Homework

- Graded Writing assignments

- Exit Slips

- Textbook Computer Generated Tests

- OBSERVATIONAL EVALUATION

- Teacher observing and scoring each step of the process as a job is being completed

- Teacher observing and recording the quality of work being done on an assigned job

- Teacher checking and scoring that students use the appropriate terminology for particular jobs

- Teacher determining if the student has the skills to work independently on an assigned job

- Teacher evaluating if PA Program of Study tasks are being achieved as expected

- Teacher evaluating student class participation

- Peer evaluation of individual students

- Determine if students follow the daily plan as laid out at the start of class

- Evaluate the student's ability to work within a team when teamwork is necessary

- Evaluate the student's responsibility to complete work logs as expected

- Determine and evaluate if students adhere to all safety procedures

- Evaluate if students work without hindering other students' progress

- Evaluate if students stay on task in accordance with the job expectation

- Account if students are prepared for class each day

- Account if students are wearing appropriate clothing when necessary

- Account if students make up missed assignments in the established time limit

- Study guides provided prior to tests

- SPECIAL NEEDS ASSESSMENT ADAPTATIONS

- Use of calculator

- Matching with groups of no more than 10 (depends on IEP)

- Matching with groups of no more than 5

- Tests read aloud

- Word bank with no more than 10 options
- Extended time to complete the assessment

Resources/Equipment:

Hess, K. and Wroblewski, H. (2006). Police Operations Theory and Practice (4th ed). Delmar Cengage Learning; Clifton Park, NY.

Schmallegger, F. and Smykla, J. (2011). Corrections in the 21st Century (6th ed). McGraw Hill; New York, New York.

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Schmallegger, F. Criminal Justice Today: An Introductory Text for the 21st Century (12th ed.). Pearson; Upper Saddle River, New Jersey.

Training weapons

Personal Protective Equipment

Ordinal signs

Sketching materials

Rulers/tape measures

Digital photography/video equipment

Compass

Maps

Barrier Tape

Impression Evidence casting supplies

Latent Fingerprint processing kits

Blood collection kits

DNA collection kits

Ballistic collection kits

Sexual Assault evidence collection kits

"Police" magazine

Group project materials as needed

Research papers, internet and printed resource materials

Current events from periodicals

Hyperlinks:

Monroe Career & Technical Institute

Course: Criminal Justice

Unit Name: PA200 - USE OF FORCE

Unit Number: PA200

Dates: Spring 2016 **Hours:** 20.00

Last Edited By: Criminal Justice (05-03-2016)

Unit Description/Objectives:

Student will know and be able to articulate the use of force continuum and the amount of force necessary to effect an arrest. Students must understand that the amount of force used to effect an arrest correlates to the Search and Seizure amendment.

Tasks:

PA201 - Define the progression of the use of force in a continuum.

PA202 - Demonstrate proper procedures for handcuffing.

PA203 - Demonstrate proper procedures for non-lethal weapons.

PA204 - Demonstrate proper procedures for less lethal weapons.

PA205 - Demonstrate proper procedures for lethal weapons.

Standards / Assessment Anchors

Focus Anchor/Standard #1:

- Pennsylvania Core Standards for Reading for Technical Subjects Standard 3.5

Supporting Anchor/Standards:

KEY IDEAS/DETAILS GRADES 9-10-11-12

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PRODUCTION & DISTRIBUTION OF WRITING GRADES 9-10-11-12

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Standard CC.3.5.9-10.I & Standard CC.3.5.11-12.I. Write routinely over extended time frames and shorter time frames for a range of tasks, purposes and audiences...etc.

Instructional Activities:

Knowledge:

- Complete textbook assignment
- Participate in group activities
- Participate in theory discussion
- Respond to questions
- Participate in a KWL activity
- Complete a pretest for the assigned chapter
- Anticipation guide
- Take notes using the indicated method
- Small Group Oral Reading/Questioning
- Exit slips of learning
- Exit slips of questions
- Focus Free Writing
- Writing journals
- What are three things that you learned?
- Directed reading or learning questions
- Worksheets

Skill:

- List general concepts for use of force
- Explain when force is justified
- Indicate when to retreat
- Define excessive force liability
- Reinforce importance of officer safety while using force
- Reinforce importance of maintaining self-control
- Describe use of force alternatives
- Explain the escalation/de-escalation continuum
- Define verbal de-escalation (verbal judo)
- Lethal and less-than-lethal weapons management
- Summarize the guidelines for reusing force and for determining when excessive force has been used.
- Understand the implementation of Use of Force policies within an agency
- Understand the three use-of-force tests and how they apply to Graham v. Connor

Remediation:

- Review with teacher assistance
- Study group
- Individual tutoring
- Group tutoring
- Peer tutoring
- Review games
- Retest or alternative assessment
- Study guides
- Checklists
- Alternative explanations

Enrichment:

- Access media based Crime Scene Investigation resources
- CTSO competition practice
- Video scenario evaluation synthesize
- Problem solving with Crime Scene evidence scenarios
- Peer Review

Special Adaptations:

- Extended Time (assignments and/or testing)
- Graphic Organizer
- Chunking of Assignments/Material
- Preferential Seating
- Directions/Comprehension Check (frequent checks for understanding)
- Study Guide
- Directions and/or Tests Read Aloud
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Training weapons

Handcuffs (hinged and link)

"Police" magazine

Group project materials as needed

Research papers, internet and printed resource materials

Current events from periodicals

Hyperlinks:

Monroe Career & Technical Institute

Course: Criminal Justice



Unit Name: PA300 - CRIMINAL LAW AND PROCEDURES

Unit Number: PA300

Dates: Spring 2016 **Hours:** 50.00

Last Edited By: Criminal Justice (05-03-2016)

Unit Description/Objectives:

Student will know and be able to identify and differentiate between various crimes and applicable laws and current legislation, including drugs, cybercrimes etc.

Tasks:

PA301 - Relate the history of drug abuse and anti-drug legislation in America.

PA302 - Identify different types of drugs and their classifications.

PA303 - Identify high-tech crime including; cyber stalking, identity theft, hacking, cyber-bullying, child pornography.

PA304 - Explain Criminal Law (reasonable suspicion, probable cause, investigatory detention, search incident to arrest).

PA305 - Describe the authority, jurisdiction, structure and purpose of the PA Crimes Code and PA Vehicle Code.

PA306 - Explain the Bill of Rights and what it guarantees.

PA307 - Define crimes against persons and property.

Standards / Assessment Anchors

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RESEARCH GRADES 9-10-11-12

Standard CC.3.6.9-10.F Standard CC.3.6.11-12.F Conduct short and more sustained research to answer a question or solve a problem.

Standard CC.3.6.9-10.G. Standard CC.3.6.11-12.G Gather relevant information from multiple authoritative print and digital sources, following a standard format for citation.

Standard CC.3.6.9-10.H. Standard CC.3.6.11-12.H. Draw evidence from informational texts to support analysis, reflection, and research.

RANGE OF WRITING GRADES 9-10-11-12

Standard CC.3.5.9-10.I & Standard CC.3.5.11-12.I. Write routinely over extended time frames and shorter time frames for a range of tasks, purposes and audiences...etc.

Connecting Anchor/Standard:

- Pennsylvania Core Standards for Mathematics Standard 2.0

Supporting Anchor/Standards:

NUMBERS AND OPERATIONS

Standard 2.1.HS.F.2 Apply properties of rational and irrational numbers to solve real world or mathematical problems.

Standard 2.1.HS.F.4 Use units as a way to understand problems and to guide the solution of multistep problems.

Standard 2.1.HS.F.5 Choose a level of accuracy appropriate to limitations on measurement when reporting quantities.

Standard 2.1.HS.F.6 Extend the knowledge of arithmetic operations and apply to complex numbers

Instructional Activities:

Knowledge:

Complete textbook assignment
Participate in group activities
Participate in theory discussion
Respond to questions
Participate in a KWL activity
Complete a pretest for the assigned chapter
Anticipation guide
Take notes using the indicated method
Small Group Oral Reading/Questioning
Exit slips of learning
Exit slips of questions
Focus Free Writing
Writing journals
What are three things that you learned?
Directed reading or learning questions
Think- Pair-Share

Skill:

Exhibit abilities to analyze and synthesize information
Distinguish between criminal law and civil torts
Demonstrate understanding chain of command
Understand the duties of prosecutors and defense attorneys
Demonstrate basic knowledge of Pennsylvania Laws
Demonstrate basic knowledge of Pennsylvania Criminal Procedures
demonstrate knowledge of the origin of various scheduled drugs
Provide an overview of the impact of various types of substance abuse

Elevate the protection officer's awareness about substance abuse in the workplace.
Discuss psychoactive drugs and the behaviors resulting from their use and/or abuse
Identify the risks that these behaviors pose for employees and the employer
Prepare security professionals to deal with substance abuse on the job and effectively communicate observations and information to supervisors
Identify conditions that may point to a security risk or vulnerability

Remediation:

Review with teacher assistance
Study group
Individual tutoring
Group tutoring
Peer tutoring
Review games
Retest or alternative assessment
Study guides
Checklists
Alternative explanations

Enrichment:

Access media based Crime Scene Investigation resources
CTSO competition practice
Video scenario evaluation synthesize
Problem solving with Crime Scene evidence scenarios
Peer Review

Special Adaptations:

- Extended Time (assignments and/or testing)
- Graphic Organizer
- Chunking of Assignments/Material
- Preferential Seating
- Directions/Comprehension Check (frequent checks for understanding)
- Study Guide
- Directions and/or Tests Read Aloud
- Use of Calculator
- Taking Tests in Alternate Setting (or if requested)
- Verbal/Gestural Redirection (prompts to remain on task)
- No Penalization for Spelling
- Small Group Instruction
- Use of Computer (Access to)
- Positive Reinforcement
- Access to School Counselor
- Use of Highlighter/Highlighted Text
- Variety of Assessment Methods
- Use of Assistive Device (i.e. notepad, laptop, etc.)
- Highly Structured Classroom
- Syllabus for Major Projects
- Grading Rubric
- Clear Language for Directions
- Use of Multisensory Approach
- Provide Opportunities to Retest
- Use a variety of Modalities when Introducing Skills/Concepts
- Books on Tape or CD
- Copies of Text for Home
- Cue for Oral Response
- Text to Speech (other than for NOCTI)
- Encourage Student to Check Work Before Turning In
- Provide repetition During Initial Instruction
- Provide Verbal and Written Directions
- All Vocabulary to be Defined Before Testing

- Encouragement to Participate in Positive Leadership Roles
- Student Self-Evaluation for Behavior
- Exempt from reading Aloud in Front of Peers

Safety:

Student must:

Know and follow established safety rules at all times

Assessment:

Quizzes

Essays

Log/Journal

Writing Activities

Video/DVD Worksheets

Rubrics

Check Lists

Debates

Oral Presentation

- FORMATIVE/SUMMATIVE EVALUATION

- Business and Industry Credentialing Tests

- Traditional Tests - multiple choice, matching, true/false, short answer completion

- Traditional Quizzes - multiple choice, matching, true/false, short answer completion

- Graded Homework

- Graded Writing assignments

- Exit Slips

- Textbook Computer Generated Tests

Resources/Equipment:

Hess, K. and Wroblewski, H. (2006). Police Operations Theory and Practice (4th ed). Delmar Cengage Learning; Clifton Park, NY.

Schmallegger, F. and Smykla, J. (2011). Corrections in the 21st Century (6th ed). McGraw Hill; New York, New York.

IFPO. The Professional Protection Officer: Practical Security Strategies and Emerging Trends. (2010). Elsevier; Burlington, Massachusetts.

Schmallegger, F. Criminal Justice Today: An Introductory Text for the 21st Century (12th ed.). Pearson; Upper Saddle River, New Jersey.

Training weapons

"Police" magazine

Group project materials as needed

Research papers, internet and printed resource materials

Current events from periodicals

Pa. Statutes Title 75 Vehicle Code

Pa. Statutes Title 18 Crimes Code

Hyperlinks:

Monroe Career & Technical Institute

Course: Criminal Justice



Unit Name: PA400 - HEALTH ISSUES

Unit Number: PA400

Dates: Spring 2016 **Hours:** 200.00

Last Edited By: Criminal Justice (05-03-2016)

Unit Description/Objectives:

Student will know and be able to perform CPR/AED, first aid correctly and respond appropriately to a health emergency.

Tasks:

- PA401 - Follow classroom and laboratory safety rules for the program.
- PA402 - Recognize and identify Hazardous Materials and Safety Data Sheets (SDS).
- PA403 - Demonstrate the proper steps for patient assessment.
- PA404 - Demonstrate emergency/non-emergency moves.
- PA405 - Perform Cardio-Pulmonary Resuscitation (CPR) on an infant, a child and an adult.
- PA406 - Demonstrate the steps for a choking victim.
- PA407 - List signs and symptoms of shock, and its treatment.
- PA408 - Apply direct pressure as a method of emergency medical care of external bleeding.
- PA409 - Describe the use of tourniquets for emergency medical care of external bleeding.
- PA410 - Apply a splint.
- PA411 - Demonstrate the use of the chin lift to open the airway of a victim with suspected spinal cord injury.
- PA412 - Describe the indicators of suspected child abuse or neglect.
- PA413 - Describe the special circumstances for the operating of an emergency vehicle.
- PA414 - Describe the criteria to cite that makes an incident a multiple-casualty situation.
- PA415 - Describe what is meant by a Mass Casualty Incident Plan.
- PA416 - Perform health and wellness activities that should be followed by police officers.
- PA417 - Describe physical and mental stress and how it occurs.
- PA418 - List and explain ways to reduce physical and mental stress.

PA419 - Define implementation of Personal Protective Equipment (PPE) when dealing with exposure to body fluids.

PA420 - Describe and practice the physical fitness standards in accordance to MPOETC standards.

PA421 - Define OSHA.

PA422 - Describe communicable disease.

Standards / Assessment Anchors

Focus Anchor/Standard #1:

- Pennsylvania Core Standards for Reading for Technical Subjects Standard 3.5

Supporting Anchor/Standards:

KEY IDEAS/DETAILS GRADES 9-10-11-12

Standard CC.3.5.9-10.A / Standard CC.3.5.11-12A Cite specific textual evidence, etc.

Standard CC.3.5.9-10 B / Standard CC.3.5.11-12 B Determine the central ideas or conclusions of a text; etc.

Standard CC.3.5.9-10.C / Standard CC.3.5.11-12.C Follow precisely a complex multistep procedure, etc.

CRAFT & STRUCTURE GRADES 9-10-11-12

Standard CC.3.5.9-10. D / Standard CC.3.5.11-12.D Determine the meaning of symbols, key terms, and other domain specific words.

Standard CC.3.5.9-10.E / Standard CC.3.5.11-12.E Analyze the structure of the relationships among concepts in a text, etc.

Standard CC.3.5.9-10.F / Standard CC.3.5.11-12.F Analyze the author's purpose in providing an explanation, describing a procedure...and Analyze the structure of the relationships among concepts in a text.

INTEGRATE KNOWLEDGE & IDEAS GRADES 9-10

Standard CC.3.5.9-10.G Translate quantitative or technical information expressed in a text into visual form (e.g. a table or chart).

Standard CC.3.5.9-10. H Assess the reasoning in a text to support the author's claim for solving a technical problem.

Standard CC.3.5.9-10. I Compare and contrast findings presented in a text to those from other sources, etc.

INTEGRATE KNOWLEDGE & IDEAS GRADES 11-12

Standard CC.3.5.11-12. G Integrate and evaluate multiple sources of information presented in diverse formats...to solve a problem.

Standard CC.3.5.11-12. H Evaluate the hypotheses, data, analysis, and conclusions in a technical text, verifying the data when possible.

Standard CC.3.5.11-12. I Synthesize information from a range of sources into a coherent understanding.

RANGE OF READING GRADES 9-10-11-12

Standard CC.3.5.9-10.J / Standard CC.3.5.11-12.J By the end of grades 9-10, AND 11- 12, read and comprehend technical texts independently and proficiently.

Focus Anchor/Standard #2:

- Pennsylvania Core Standards for Writing for Technical Subjects Standard 3.6

Supporting Anchor/Standards:

TEXT TYPES AND PURPOSE GRADES 9-10-11-12

Standard CC.3.6.9-10.A Standard CC.3.6.11-12.A Write arguments focused on discipline specific content.

Standard CC.3.6.9-10.B Standard CC.3.6.11-12.B Write informative or explanatory texts, including the narration of technical processes, etc.

PRODUCTION & DISTRIBUTION OF WRITING GRADES 9-10-11-12

Standard CC.3.6.9-10.C Standard CC.3.6.11-12 C Produce clear and coherent writing...appropriate to task, purpose, and audience.

Standard CC.3.6.9-10 D Standard CC.3.6.11-12.D Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

Standard CC.3.6.9-10.E Standard CC.3.6.11-12.E. Use technology, including the internet, to produce, publish, and update individual or shared writing products.

RESEARCH GRADES 9-10-11-12

Standard CC.3.6.9-10.F Standard CC.3.6.11-12.F Conduct short and more sustained research to answer a question or solve a problem.

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Supporting Anchor/Standards:

NUMBERS AND OPERATIONS

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Complete a pretest for the assigned chapter
Anticipation guide
Take notes using the indicated method
Small Group Oral Reading/Questioning
Exit slips of learning
Exit slips of questions
Focus Free Writing
Writing journals
What are three things that you learned?
Directed reading or learning questions
Think- Pair-Share
Know and understand:
What to do before giving care
How to recognize and respond to an emergency
How to overcome barriers to act
Good Samaritan Laws and obtaining consent
How to prevent disease transmission
The Emergency Action Steps
How to call 9-1-1 or the local emergency number
How to reach and move an ill or injured person
How to correctly wash your hands
How to correctly remove disposable gloves
How to check an ill or injured person
How to check a conscious person
How to recognize and care for shock
How to check an unconscious person
How to roll a person face-up
How to check for severe bleeding
How to put a person in recovery position
How to respond to breathing emergencies and conscious choking in an adult, child or infant
List causes of breathing emergencies
List signals of breathing emergencies in an adult, child or infant
List medical conditions that cause breathing emergencies
How to respond to breathing emergencies
How to respond with a conscious choking adult or child
How to respond with a conscious choking infant
Choking prevention information for children and infants
How to perform rescue breathing in a child or infant
Understand the special situations: air in the stomach, vomiting, mouth-to-nose breathing, mouth-to-stomach breathing, drowning, and head, neck or back injuries
How to respond to cardiac emergencies
Guidelines for preventing heart disease and a heart healthy lifestyle
How to recognize a heart attack
List the signals of a heart attack
How to care for a heart attack
The role of aspirin in lessening heart attack damage
Steps in the cardiac chain of survival
How to perform CPR and respond to an unconscious choking adult, child and infant
How to perform CPR on an adult
How to perform CPR on a child
How to perform CPR on an infant
How to perform CPR when there are two responders available
How to care for an unconscious choking person
The role of CPR in conjunction with the use of an AED

How to use an AED on an adult
List AED precautions
List special AED situations
How to maintain the AED
List causes of cardiac arrests in children
How to use an AED on a child
How to care for soft tissue injuries
List the leading causes of workplace injury-related death
List the types of wounds
List the signals of internal bleeding
How to care for minor closed wound
how to care for minor open wound
How to care for a major open wound
List the types of burns
Recognize critical burns
How to care for thermal burns
How to care for chemical burns
How to care for electrical burns
How to care for radiation burns
List the ways to prevent burns
List the ways to prevent being struck by lightning
List the methods to prevent an infection
List the signals of an infection
How to care for an eye injury
How to care for embedded objects
How to care for a nosebleed
How to respond to a severed body part
How to care for injuries to the mouth and teeth
How to care for injuries to the abdomen
How to care for injuries resulting from animal bites
List types of muscle, bone and joint injuries
List the signals of muscle, bone and joint injuries
How to immobilize an injured extremity using a splint
How to care for foot injuries
How to care for leg injuries
How to care for hand and finger injuries
How to care for rib/breastbone fractures
How to care for an open fracture
List the signals of head, neck, and back injuries
List the signs of a suspected head, neck or back injury
How to care for head, neck, and back injuries
List the signals of sudden illness
How to care for sudden illness
How to care for a person who faints
How to care for a person with a diabetic emergency
How to care for a person who has a seizure
List the signals of a stroke
Guidelines for F.A.S.T. recognition of a stroke
How to care for a person who is showing signs of poisoning
How to care for insect stings, tick bites, spider and scorpion bites, snake bites, animal bites, marine life stings, and exposure to poisonous plants
List the types of heat related emergencies
How to care for heat related emergencies
List the signals of hypothermia
How to care for hypothermia
List the signals of frostbite
How to care for frostbite

Skill:

Perform CPR and AED correctly to obtain certification from American Red Cross
Perform First Aid correctly to obtain certification from American Red Cross

Demonstrate how to correctly wash your hands
Demonstrate how to correctly remove disposable gloves
Demonstrate how to put a person in recovery position
Demonstrate how to respond with a conscious choking adult or child
Demonstrate how to respond with a conscious choking infant
Demonstrate how to perform rescue breathing in a child or infant
Demonstrate how to perform CPR on an adult
Demonstrate how to perform CPR on a child
Demonstrate how to perform CPR on an infant
Demonstrate how to use an AED on an adult
Demonstrate how to use an AED on a child
Demonstrate how to correctly perform the steps of responding to a person with a suspected leg injury and immobilize with an anatomic splint
Demonstrate how to correctly perform the steps of responding to a person with a suspected leg injury and immobilize with an soft splint
Demonstrate how to correctly perform the steps of responding to a person with a suspected arm injury and immobilize with a sling and binder
Demonstrate how to correctly perform the steps of responding to a person with a suspected arm injury and immobilize with a rigid splint

Remediation:

Review with teacher assistance
Study group
Individual tutoring
Group tutoring
Peer tutoring
Review games
Retest or alternative assessment
Study guides
Checklists
Alternative explanations

Enrichment:

Access media based Crime Scene Investigation resources
CTSO competition practice
Video scenario evaluation synthesize
Problem solving with Crime Scene evidence scenarios
Peer Review

Special Adaptations:

- Extended Time (assignments and/or testing)
- Graphic Organizer
- Chunking of Assignments/Material
- Preferential Seating
- Directions/Comprehension Check (frequent checks for understanding)
- Study Guide
- Directions and/or Tests Read Aloud
- Use of Calculator
- Taking Tests in Alternate Setting (or if requested)
- Verbal/Gestural Redirection (prompts to remain on task)
- No Penalization for Spelling
- Small Group Instruction
- Use of Computer (Access to)
- Positive Reinforcement
- Access to School Counselor
- Use of Highlighter/Highlighted Text
- Variety of Assessment Methods
- Use of Assistive Device (i.e. notepad, laptop, ect.)
- Highly Structured Classroom
- Syllabus for Major Projects

- Grading Rubric
- Clear Language for Directions
- Use of Multisensory Approach
- Provide Opportunities to Retest
- Use a variety of Modalities when Introducing Skills/Concepts
- Books on Tape or CD
- Copies of Text for Home
- Cue for Oral Response
- Text to Speech (other than for NOCTI)
- Encourage Student to Check Work Before Turning In
- Provide repetition During Initial Instruction
- Provide Verbal and Written Directions
- All Vocabulary to be Defined Before Testing
- Encouragement to Participate in Positive Leadership Roles
- Student Self-Evaluation for Behavior
- Exempt from reading Aloud in Front of Peers

Safety:

Student must:

Handle equipment in a safe and workmanlike manner

Know and follow established safety rules at all times

Follow manufacturers' directions when using any product, tool, equipment etc.

Assessment:

Quizzes

Essays

Log/Journal

Writing Activities

Video/DVD Worksheets

Rubrics

Check Lists

Debates

Oral Presentation

- FORMATIVE/SUMMATIVE EVALUATION

- Business and Industry Credentialing Tests

- Traditional Tests - multiple choice, matching, true/false, short answer completion

- Traditional Quizzes - multiple choice, matching, true/false, short answer completion

- Graded Homework

- Graded Writing assignments

- Exit Slips

- Textbook Computer Generated Tests

- OBSERVATIONAL EVALUATION

- Teacher observing and scoring each step of the process as a job is being completed

- Teacher observing and recording the quality of work being done on an assigned job

- Teacher checking and scoring that students use the appropriate terminology for particular jobs

- Teacher determining if the student has the skills to work independently on an assigned job

- Teacher evaluating if PA Program of Study tasks are being achieved as expected

- Teacher evaluating student class participation

- Peer evaluation of individual students

- Determine if students follow the daily plan as laid out at the start of class

- Evaluate the student's ability to work within a team when teamwork is necessary

- Evaluate the student's responsibility to complete work logs as expected

- Determine and evaluate if students adhere to all safety procedures

- Evaluate if students work without hindering other students' progress

- Evaluate if students stay on task in accordance with the job expectation

- Account if students are prepared for class each day

- Account if students are wearing appropriate clothing when necessary

- Account if students make up missed assignments in the established time limit

- Study guides provided prior to tests

- SPECIAL NEEDS ASSESSMENT ADAPTATIONS

- Use of calculator
- Matching with groups of no more than 10 (depends on IEP)
- Matching with groups of no more than 5
- Tests read aloud
- Word bank with no more than 10 options
- Extended time to complete the assessment

Resources/Equipment:

Hess, K. and Wroblewski, H. (2006). Police Operations Theory and Practice (4th ed). Delmar Cengage Learning; Clifton Park, NY.

Schmallegger, F. and Smykla, J. (2011). Corrections in the 21st Century (6th ed). McGraw Hill; New York, New York.

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Schmallegger, F. Criminal Justice Today: An Introductory Text for the 21st Century (12th ed.). Pearson; Upper Saddle River, New Jersey.

"Police" magazine

Group project materials as needed

Research papers, internet and printed resource materials

Various resources provided by American Red Cross/American Heart Association

Hyperlinks:

Monroe Career & Technical Institute

Course: Criminal Justice

Unit Name: PA500 - POLICE CONCEPTS
AND SKILLS



Unit Number: PA500

Dates: Spring 2016 **Hours:** 125.00

Last Edited By: Criminal Justice (05-03-2016)

Unit Description/Objectives:

Student will know and be able to identify the basic facets of police work and be able to discuss the history and formation of modern policing.

Tasks:

PA501 - Explain the historical development of American Law Enforcement.

PA502 - Describe the hierarchy of police administration.

PA503 - Explain corruption and integrity in law enforcement.

PA504 - Describe what is meant by Code Of Ethics in law enforcement.

PA505 - Define the legal aspects of policing and the potential for abuse of police power.

PA506 - Explain the procedure for the search of a motor vehicle.

PA507 - Explain the use of "intelligence gathering" in police work.

PA508 - Describe procedures that police officers use to interrogate suspects.

PA509 - Explain the process for using Miranda rights.

PA510 - Describe how informants/confidential informants assist police.

PA511 - Explain the link between drugs and criminal activity.

PA512 - Explain the role of modern technology in law enforcement.

PA513 - Write a criminal complaint.

PA514 - Prepare a search warrant.

PA515 - Demonstrate the ability to identify the characteristics of a fingerprint.

PA516 - Demonstrate the ability to take a set of fingerprints.

PA517 - Use Pennsylvania vehicle codes to determine appropriate traffic infractions.

PA518 - Simulate how to stop and arrest a driver who is suspected of driving under the influence of alcohol and/or a controlled substance.

- PA519 - Demonstrate Standard Field Sobriety Tests (SFST).
- PA520 - Demonstrate proper techniques for vehicle stops.
- PA521 - Prepare to issue a traffic warning and a traffic citation.
- PA522 - Complete a simulated crash report.
- PA523 - Demonstrate proper techniques for traffic control.
- PA524 - Demonstrate effective techniques for handling domestic disputes.
- PA525 - Define community policing and crime prevention.
- PA526 - Perform basic moves of unarmed self-defense.
- PA527 - Perform basic moves of tactical self-defense.
- PA528 - Demonstrate issuing a non-traffic summary offense.
- PA529 - Demonstrate how to properly search/pat down a suspect.
- PA530 - Demonstrate the booking process of a defendant.
- PA531 - Describe opportunities for post-secondary education and employment in criminal justice and police science.
- PA532 - Demonstrate how to search an area for evidence.

Standards / Assessment Anchors

Focus Anchor/Standard #1:

- Pennsylvania Core Standards for Reading for Technical Subjects Standard 3.5

Supporting Anchor/Standards:

KEY IDEAS/DETAILS GRADES 9-10-11-12

Standard CC.3.5.9-10.A / Standard CC.3.5.11-12A Cite specific textual evidence, etc.

Standard CC.3.5.9-10 B / Standard CC.3.5.11-12 B Determine the central ideas or conclusions of a text; etc.

Standard CC.3.5.9-10.C / Standard CC.3.5.11-12.C Follow precisely a complex multistep procedure, etc.

CRAFT & STRUCTURE GRADES 9-10-11-12

Standard CC.3.5.9-10. D / Standard CC.3.5.11-12.D Determine the meaning of symbols, key terms, and other domain specific words.

Standard CC.3.5.9-10.E / Standard CC.3.5.11-12.E Analyze the structure of the relationships among concepts in a text, etc.

Standard CC.3.5.9-10.F / Standard CC.3.5.11-12.F Analyze the author's purpose in providing an explanation, describing a procedure...and Analyze the structure of the relationships among concepts in a text.

INTEGRATE KNOWLEDGE & IDEAS GRADES 9-10

Standard CC.3.5.9-10.G Translate quantitative or technical information expressed in a text into visual form (e.g. a table or chart).

Standard CC.3.5.9-10. H Assess the reasoning in a text to support the author's claim for solving a technical problem.

Standard CC.3.5.9-10. I Compare and contrast findings presented in a text to those from other sources, etc.

INTEGRATE KNOWLEDGE & IDEAS GRADES 11-12

Standard CC.3.5.11-12. G Integrate and evaluate multiple sources of information presented in diverse formats...to solve a problem.

Standard CC.3.5.11-12. H Evaluate the hypotheses, data, analysis, and conclusions in a technical text, verifying the data when possible.

Standard CC.3.5.11-12. I Synthesize information from a range of sources into a coherent understanding.

RANGE OF READING GRADES 9-10-11-12

Standard CC.3.5.9-10.J / Standard CC.3.5.11-12.J By the end of grades 9-10, AND 11- 12, read and comprehend technical texts independently and proficiently.

Focus Anchor/Standard #2:

- Pennsylvania Core Standards for Writing for Technical Subjects Standard 3.6

Supporting Anchor/Standards:

TEXT TYPES AND PURPOSE GRADES 9-10-11-12

Standard CC.3.6.9-10.A Standard CC.3.6.11-12.A Write arguments focused on discipline specific content.

Standard CC.3.6.9-10.B Standard CC.3.6.11-12.B Write informative or explanatory texts, including the narration of technical processes, etc.

PRODUCTION & DISTRIBUTION OF WRITING GRADES 9-10-11-12

Standard CC.3.6.9-10.C Standard CC.3.6.11-12 C Produce clear and coherent writing...appropriate to task, purpose, and audience.

Standard CC.3.6.9-10 D Standard CC.3.6.11-12.D Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

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RESEARCH GRADES 9-10-11-12

Standard CC.3.6.9-10.F Standard CC.3.6.11-12.F Conduct short and more sustained research to answer a question or solve a problem.

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RANGE OF WRITING GRADES 9-10-11-12

Standard CC.3.5.9-10.I & Standard CC.3.5.11-12.I. Write routinely over extended time frames and shorter time frames for a range of tasks, purposes and audiences...etc.

Instructional Activities:

Knowledge:

Complete textbook assignment
Participate in group activities
Participate in theory discussion
Respond to questions
Participate in a K-W-L activity
Complete a pretest for the assigned chapter
Anticipation guide
Take notes using the indicated method
Small Group Oral Reading/Questioning
Exit slips of learning
Exit slips of questions
Focus Free Writing
Writing journals
What are three things that you learned?
Directed reading or learning questions
Think- Pair-Share

Know and understand:

Police operations and what they include
changes that have affected police operations
How our society has changed
How our law enforcement officers have changed
How the police organization may change community policing
Mission and a mission statement
The relationship between goals and objectives
Police discretion is and what positive contributions it makes
Problems associated with discretion
Balance presents a major challenge for law enforcement
How patrol is typically described
Organizational contradiction is embodied in the patrol function
Function patrol typically performs
How the majority of patrol time is spent
How crowds can be classified
Methods of patrol have been used and the advantages and disadvantages of each
Type of patrol has the most mobility and flexibility and is usually the most cost effective
Kansas City Preventive Patrol Experiment findings
Factors that most affects the possibility of on-scene arrests
Two basic causes account for delays in calling for services
SARA problem-solving process
Official sources of information about crime
Responsibilities of officers responding to a criminal action call
Factors of a preliminary investigation of a crime
Issues that may lead to civil disobedience in the 21st Century
How police departments should be prepared to deal with demonstrations and violence
The number one rule when dealing with hostage situations, barricaded subjects, or attempted suicides
Definition of terrorism
The three elements common to terrorism
How the FBI classifies terrorist acts
Motivation of most terrorist attacks
Domestic terrorist groups that exist in the US
Terrorist Methods
Federal offices established since 9/11
Lead federal agencies in combating terrorism

USA PATRIOT Act influence on counter terrorism in the US
 First line of defense against terrorism in the US
 The three-tiered model of a al Qaeda terrorist attack
 Four obstacles to intelligence effectiveness
 Key to successfully combating terrorism
 Community Protect Act authorizations
 Two concerns associated with the current "war on terrorism"
 Balance law enforcement must maintain in the "war on terrorism"
 Three types of state liability law officers may be sued
 The basis of most civil lawsuits
 Most common civil actions brought against the police
 Most common defenses used against civil liability police officers
 Protecting against civil liability
 Minimizing lawsuits
 Officers counter-suits
 Ethical issues
 Defining characteristics of the police culture according to conventional wisdom and the result
 Two controversial areas in law enforcement ethics
 Key elements in corrupt behavior
 Factors that may cause officers to become corrupt
 Causes of scandals
 Basic ethics tests used to assess behavior
 The maxim that should guide ethical decisions
 Promoting ethical behavior
 Ethics of law enforcement agency responsibility

Know and define these terms:

bifurcated society	Hot spots
broken windows metaphor	Incivilities
community policing	Preliminary Investigation
discretion	Property Crimes
dog shift	Stockholm Syndrome
goals	Uniform Crime Reports (UCRs)
objectives	Violent Crimes
participatory leadership	Part I (Crime Index) Offenses
police operations	Part II Offenses
policy	Asymmetric war
procedures	Bio-terrorism
racial profiling	Contagion effect
regulations	Cyber terrorism
selective enforcement	Deconfliction
differential police response strategies	Eco-terrorism
directed patrol	jihad
discovery crimes	sleeper cell
impact evaluation	terrorism
involvement crimes	Absolute Issue
problem-oriented policing (POP)	Blue lie
process evaluation	Civil Actions
proportionate assignment	Civil Rights Act
proximate	Code of Ethics
response time	Collective Deep Pocket
chain of custody	Conscience
chain of possession	Corruption Continuum
civil disobedience	Discretionary acts
collective efficacy	ethics
Crime Index	gratuities
flash bangs	integrity
Geographic Information Systems (GIS)	intentional tort

libel
litigious
malfeasance
malicious prosecution
ministerial acts
moral principles
negligence
nonfeasance
police placebo

relative issue
Section 1983
slander
slippery slope
solidarity
strict liability
tort
vicarious liability

Skill:

Demonstrate proper handcuffing
Demonstrate proper searching of persons and vehicles
Display proper interpersonal communication skills
Create precise and concise reports
Exhibit observation skills
Follow protocols
Have a working knowledge of self-defense and restraint techniques
Demonstrate a working knowledge of ethnicity and cultural diversity
Exhibit professional bearing

Remediation:

Review with teacher assistance
Study group
Individual tutoring
Group tutoring
Peer tutoring
Review games
Retest or alternative assessment
Study guides
Checklists
Alternative explanations

Enrichment:

Access media based Crime Scene Investigation resources
CTSO competition practice
Video scenario evaluation synthesize
Problem solving with Crime Scene evidence scenarios
Peer Review

Special Adaptations:

- Extended Time (assignments and/or testing)
- Graphic Organizer
- Chunking of Assignments/Material
- Preferential Seating
- Directions/Comprehension Check (frequent checks for understanding)
- Study Guide
- Directions and/or Tests Read Aloud
- Use of Calculator
- Taking Tests in Alternate Setting (or if requested)
- Verbal/Gestural Redirection (prompts to remain on task)
- No Penalization for Spelling
- Small Group Instruction
- Use of Computer (Access to)
- Positive Reinforcement
- Access to School Counselor
- Use of Highlighter/Highlighted Text
- Variety of Assessment Methods
- Use of Assistive Device (i.e. notepad, laptop, etc.)

- Highly Structured Classroom
- Syllabus for Major Projects
- Grading Rubric
- Clear Language for Directions
- Use of Multisensory Approach
- Provide Opportunities to Retest
- Use a variety of Modalities when Introducing Skills/Concepts
- Books on Tape or CD
- Copies of Text for Home
- Cue for Oral Response
- Text to Speech (other than for NOCTI)
- Encourage Student to Check Work Before Turning In
- Provide repetition During Initial Instruction
- Provide Verbal and Written Directions
- All Vocabulary to be Defined Before Testing
- Encouragement to Participate in Positive Leadership Roles
- Student Self-Evaluation for Behavior
- Exempt from reading Aloud in Front of Peers

Safety:

Student must:

Handle equipment in a safe and workmanlike manner

Know and follow established safety rules at all times

Follow manufacturers' directions when using any product, tool, equipment etc.

Assessment:

Quizzes

Essays

Log/Journal

Writing Activities

Video/DVD Worksheets

Rubrics

Check Lists

Debates

Oral Presentation

- FORMATIVE/SUMMATIVE EVALUATION

- Business and Industry Credentialing Tests

- Traditional Tests - multiple choice, matching, true/false, short answer completion

- Traditional Quizzes - multiple choice, matching, true/false, short answer completion

- Graded Homework

- Graded Writing assignments

- Exit Slips

- Textbook Computer Generated Tests

- OBSERVATIONAL EVALUATION

- Teacher observing and scoring each step of the process as a job is being completed

- Teacher observing and recording the quality of work being done on an assigned job

- Teacher checking and scoring that students use the appropriate terminology for particular jobs

- Teacher determining if the student has the skills to work independently on an assigned job

- Teacher evaluating if PA Program of Study tasks are being achieved as expected

- Teacher evaluating student class participation

- Peer evaluation of individual students

- Determine if students follow the daily plan as laid out at the start of class

- Evaluate the student's ability to work within a team when teamwork is necessary

- Evaluate the student's responsibility to complete work logs as expected

- Determine and evaluate if students adhere to all safety procedures

- Evaluate if students work without hindering other students' progress

- Evaluate if students stay on task in accordance with the job expectation

- Account if students are prepared for class each day

- Account if students are wearing appropriate clothing when necessary

- Account if students make up missed assignments in the established time limit

- Study guides provided prior to tests

- SPECIAL NEEDS ASSESSMENT ADAPTATIONS
- Use of calculator
- Matching with groups of no more than 10 (depends on IEP)
- Matching with groups of no more than 5
- Tests read aloud
- Word bank with no more than 10 options
- Extended time to complete the assessment

Resources/Equipment:

Hess, K. and Wroblewski, H. (2006). Police Operations Theory and Practice (4th ed). Delmar Cengage Learning; Clifton Park, NY.

Schmallegger, F. and Smykla, J. (2011). Corrections in the 21st Century (6th ed). McGraw Hill; New York, New York.

IFPO. The Professional Protection Officer: Practical Security Strategies and Emerging Trends. (2010). Elsevier; Burlington, Massachusetts.

Schmallegger, F. Criminal Justice Today: An Introductory Text for the 21st Century (12th ed.). Pearson; Upper Saddle River, New Jersey.

Training weapons

Handcuffs (hinged and link)

"Police" magazine

Group project materials as needed

Research papers, internet and printed resource materials

Current events from periodicals

Hyperlinks:

Monroe Career & Technical Institute

Course: Criminal Justice

Unit Name: PA600 - CORRECTIONS CONCEPTS
AND SKILLS



Unit Number: PA600

Dates: Spring 2016 **Hours:** 140.00

Last Edited By: Criminal Justice (06-01-2016)

Unit Description/Objectives:

Student will know and be able to discuss the theories behind corrections in the United States, perform all phases of a correction officer career and discuss the machinations and theories behind probation and parole.

Tasks:

- PA601 - Explain corruption and integrity in corrections.
- PA602 - Explain "probation" and the conditions for probation.
- PA603 - Explain "parole" and the conditions for parole.
- PA604 - Describe "home confinement" and "electronic monitoring."
- PA605 - Describe the history of corrections.
- PA606 - Describe security levels and classifications in prisons.
- PA607 - Explain how jails are similar to and different from prisons.
- PA608 - Describe prison life for male and female inmates.
- PA609 - Describe disciplinary procedures in jails and prisons.
- PA610 - Explain what causes prison riots and define the stages in riots and riot control.
- PA611 - Describe the role of private corrections today.
- PA612 - Prepare prisoners for transport.
- PA613 - Describe the Gagon process for probation and parole.

Standards / Assessment Anchors

Focus Anchor/Standard #1:

- Pennsylvania Core Standards for Reading for Technical Subjects Standard 3.5

Supporting Anchor/Standards:

KEY IDEAS/DETAILS GRADES 9-10-11-12

Standard CC.3.5.9-10.A / Standard CC.3.5.11-12A Cite specific textual evidence, etc.

Standard CC.3.5.9-10 B / Standard CC.3.5.11-12 B Determine the central ideas or conclusions of a

text; etc.

Standard CC.3.5.9-10.C / Standard CC.3.5.11-12.C Follow precisely a complex multistep procedure, etc.

CRAFT & STRUCTURE GRADES 9-10-11-12

Standard CC.3.5.9-10. D / Standard CC.3.5.11-12.D Determine the meaning of symbols, key terms, and other domain specific words.

Standard CC.3.5.9-10.E / Standard CC.3.5.11-12.E Analyze the structure of the relationships among concepts in a text, etc.

Standard CC.3.5.9-10.F / Standard CC.3.5.11-12.F Analyze the author's purpose in providing an explanation, describing a procedure...and Analyze the structure of the relationships among concepts in a text.

INTEGRATE KNOWLEDGE & IDEAS GRADES 9-10

Standard CC.3.5.9-10.G Translate quantitative or technical information expressed in a text into visual form (e.g. a table or chart).

Standard CC.3.5.9-10. H Assess the reasoning in a text to support the author's claim for solving a technical problem.

Standard CC.3.5.9-10. I Compare and contrast findings presented in a text to those from other sources, etc.

INTEGRATE KNOWLEDGE & IDEAS GRADES 11-12

Standard CC.3.5.11-12. G Integrate and evaluate multiple sources of information presented in diverse formats...to solve a problem.

Standard CC.3.5.11-12. H Evaluate the hypotheses, data, analysis, and conclusions in a technical text, verifying the data when possible.

Standard CC.3.5.11-12. I Synthesize information from a range of sources into a coherent understanding.

RANGE OF READING GRADES 9-10-11-12

Standard CC.3.5.9-10.J / Standard CC.3.5.11-12.J By the end of grades 9-10, AND 11- 12, read and comprehend technical texts independently and proficiently.

Focus Anchor/Standard #2:

- Pennsylvania Core Standards for Writing for Technical Subjects Standard 3.6

Supporting Anchor/Standards:

TEXT TYPES AND PURPOSE GRADES 9-10-11-12

Standard CC.3.6.9-10.A Standard CC.3.6.11-12.A Write arguments focused on discipline specific content.

Standard CC.3.6.9-10.B Standard CC.3.6.11-12.B Write informative or explanatory texts, including the narration of technical processes, etc.

PRODUCTION & DISTRIBUTION OF WRITING GRADES 9-10-11-12

Standard CC.3.6.9-10.C Standard CC.3.6.11-12 C Produce clear and coherent writing...appropriate to task, purpose, and audience.

Standard CC.3.6.9-10 D Standard CC.3.6.11-12.D Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

Standard CC.3.6.9-10.E Standard CC.3.6.11-12.E. Use technology, including the internet, to produce, publish, and update individual or shared writing products.

RESEARCH GRADES 9-10-11-12

Standard CC.3.6.9-10.F Standard CC.3.6.11-12.F Conduct short and more sustained research to answer a question or solve a problem.

Standard CC.3.6.9-10.G. Standard CC.3.6.11-12.G Gather relevant information from multiple authoritative print and digital sources, following a standard format for citation.

Standard CC.3.6.9-10.H. Standard CC.3.6.11-12.H. Draw evidence from informational texts to support analysis, reflection, and research.

RANGE OF WRITING GRADES 9-10-11-12

Standard CC.3.5.9-10.I & Standard CC.3.5.11-12.I. Write routinely over extended time frames and shorter time frames for a range of tasks, purposes and audiences...etc.

Instructional Activities:

Knowledge:

- Complete textbook assignment
- Participate in group activities
- Participate in theory discussion
- Respond to questions
- Participate in a KWL activity
- Complete a pretest for the assigned chapter
- Anticipation guide
- Take notes using the indicated method
- Small Group Oral Reading/Questioning
- Exit slips of learning
- Exit slips of questions
- Focus Free Writing
- Writing journals
- What are three things that you learned?
- Directed reading or learning questions
- Think- Pair-Share
- Explain why correctional populations continue to rise even though the rate of serious crime in the US has been declining
- Understand how rising correctional populations affect the costs of corrections
- List the kinds of crimes that cause people to enter correctional programs and institutions
- Describe how crime is measured in the US and explain the differences between the two major crime reporting programs
- List and describe the various components of the criminal justice system
- List the major components of the corrections subsystem
- Describe criminal justice as a system and as a process
- Define the term corrections
- Explain the importance of professionalism in the corrections field
- Understand what is meant by social diversity and explain why issues of race, gender, and ethnicity are important in corrections today
- List and describe the major criminal punishments used throughout history
- Explain the ideas that led to the use of incarceration as a criminal punishment and as an alternative to earlier punishments
- Explain the role of correctional reformers in changing the nature of criminal punishment
- Describe the sentencing philosophy and identify the central purpose of criminal punishment
- Name the seven goals of criminal sentencing
- List and explain the sentencing options in general use today
- Explain what a model of criminal sentencing is and identify models in use today
- Describe the three-strikes laws and their impact on the correctional system
- Identify and explain some major issues related to fair sentencing
- Define diversion and know its objectives
- Explain the rationales for diversion
- Give examples of stages at which diversion occurs in the criminal justice process

Discuss diversion policy issues

Define probation and know its goals

Explain revocation hearings

Define intermediate sanctions and describe their purpose

Define net widening

Describe how intensive supervision probation works

Explain what drug courts are

Explain two day fines differ from traditional fines

Describe what a sentence to community service entails

Explain what day reporting centers are

Describe how remote-location monitoring works

Explain what residential community centers are

Identify the major features of boot camps

Distinguish between a policy-centered approach and a program centered approach to planning intermediate sanctions

Define community corrections

Explain what community corrections acts are

List the purposes of jails and understand how jail populations are different from prison populations

Trace briefly the development of jails in history

Explain how first-, second-, and third-generation jails differ in design and in method of inmate management

Outline the characteristics of jail inmates, facilities, and staff

Outline the arguments for and against privatization

Discuss ways to reduce jail crowding

Describe how jail vocational and educational programs affect inmate behavior and recidivism

Discuss how faith-based organizations and a jail chaplain can influence jail inmates and help jail staff

Discuss why jail accreditation is important

Explain why it is important for jail staff to conduct themselves as professionals

Explain the differences between Pennsylvania and Auburn prison systems

Outline the nine eras of prison development

Describe the characteristics of today's prisoners and discuss reasons for the incarceration of women and minority prisoners

Explain prisoner classification and its purposes

Explain the three types of prisons work programs

Report on the availability of education, recreation, and health care programs for prisoners

Compare state and federal prison organization and administration

Discuss the question "Does incarceration work?"

Profile state inmate populations

Explain what inmate subculture is

Distinguish between deprivation theory, importation theory, and the integration model as they explain the development of inmate subculture

Know what is meant by the prison code, and be able to list some elements of the prison code

Explain what is meant by prison argot

List some common roles that male inmates assume

Describe some major differences between women's and men's prisons

Compare some of the characteristics of female inmates with those of male inmates

Explain how the social structure in women's prisons differs from that in men's prisons

Understand the function of parole in the criminal justice system

Explain what is meant by the hands-off doctrine

Identify the sources of prisoner's rights

List the five ways in which inmates can challenge their conditions of confinement

Describe the major changes that took place during the prisoner rights era

List and explain the four amendments to the US Constitution on which most prisoners' claims are based

Explain how the development of rights for female prisoners has differed from that of rights for male prisoners

Define probation and know its goals

Explain the reasons for using probation

Describe some of the characteristics of adults on probation

Explain the different ways that probation is administered

Describe the measures used to evaluate probation
Describe the investigation and supervision functions of probation officers
Explain revocation hearings
Present a brief history of American parole development
Understand the function of parole in the criminal justice system
Define parole and explain the parole decision-making process
Describe the characteristics of the parole population
Explain the circumstances under which parole may be revoked
Summarize current issues in parole

Skill:

Demonstrate self-defense and restraint tactics
Display interpersonal communication skills
Demonstrate ability to follow protocols
Complete paperwork precisely and concisely
Demonstrate proper observation skills
Demonstrate communication skills for various duties i.e. testifying and interviewing
Demonstrate working knowledge of PA Crimes Code
Demonstrate knowledge of search techniques
Identify gang affiliations
Demonstrate proper restraining techniques
Display proper interpersonal communication skills
Demonstrate ability to follow proper protocols
Demonstrate self-restraint

Remediation:

Review with teacher assistance
Study group
Individual tutoring
Group tutoring
Peer tutoring
Review games
Retest or alternative assessment
Study guides
Checklists

Enrichment:

Wellness training
Close order drill
Independent study with magazine/newspaper articles

Special Adaptations:

Adaptations:
- Extended Time (assignments and/or testing)
- Graphic Organizer
- Chunking of Assignments/Material
- Preferential Seating
- Directions/Comprehension Check (frequent checks for understanding)
- Study Guide
- Directions and/or Tests Read Aloud
- Use of Calculator
- Taking Tests in Alternate Setting (or if requested)

- Verbal/Gestural Redirection (prompts to remain on task)
- No Penalization for Spelling
- Small Group Instruction
- Use of Computer (Access to)
- Positive Reinforcement
- Access to School Counselor
- Use of Highlighter/Highlighted Text
- Variety of Assessment Methods
- Use of Assistive Device (i.e. notepad, laptop, ect.)
- Highly Structured Classroom
- Syllabus for Major Projects
- Grading Rubric
- Clear Language for Directions
- Use of Multisensory Approach
- Provide Opportunities to Retest
- Use a variety of Modalities when Introducing Skills/Concepts
- Books on Tape or CD
- Copies of Text for Home
- Cue for Oral Response
- Text to Speech (other than for NOCTI)
- Encourage Student to Check Work Before Turning In
- Provide repetition During Initial Instruction
- Provide Verbal and Written Directions
- All Vocabulary to be Defined Before Testing
- Encouragement to Participate in Positive Leadership Roles
- Student Self-Evaluation for Behavior
- Exempt from reading Aloud in Front of Peers

Safety:

- Student must:
- Handle equipment in a safe and workmanlike manner
- Know and follow established safety rules at all times
- Follow manufacturers' directions when using any product, tool, equipment etc.

Assessment:

- Assessments:
- Quizzes
- Essays
- Log/Journal
- Writing Activities
- Video/DVD Worksheets
- Rubrics
- Check Lists
- Debates
- Oral Presentation
- FORMATIVE/SUMMATIVE EVALUATION
- Business and Industry Credentialing Tests
- Traditional Tests - multiple choice, matching, true/false, short answer completion
- Traditional Quizzes - multiple choice, matching, true/false, short answer completion
- Graded Homework
- Graded Writing assignments
- Exit Slips
- Textbook Computer Generated Tests
- OBSERVATIONAL EVALUATION
- Teacher observing and scoring each step of the process as a job is being completed
- Teacher observing and recording the quality of work being done on an assigned job
- Teacher checking and scoring that students use the appropriate terminology for particular jobs
- Teacher determining if the student has the skills to work independently on an assigned job
- Teacher evaluating if PA Program of Study tasks are being achieved as expected
- Teacher evaluating student class participation
- Peer evaluation of individual students

- Determine if students follow the daily plan as laid out at the start of class
- Evaluate the student's ability to work within a team when teamwork is necessary
- Evaluate the student's responsibility to complete work logs as expected
- Determine and evaluate if students adhere to all safety procedures
- Evaluate if students work without hindering other students' progress
- Evaluate if students stay on task in accordance with the job expectation
- Account if students are prepared for class each day
- Account if students are wearing appropriate clothing when necessary
- Account if students make up missed assignments in the established time limit
- Study guides provided prior to tests
- SPECIAL NEEDS ASSESSMENT ADAPTATIONS
- Use of calculator
- Matching with groups of no more than 10 (depends on IEP)
- Matching with groups of no more than 5
- Tests read aloud
- Word bank with no more than 10 options
- Extended time to complete the assessment

Resources/Equipment:

Hess, K. and Wroblewski, H. (2006). Police Operations Theory and Practice (4th ed). Delmar Cengage Learning; Clifton Park, NY.

Schmallegger, F. and Smykla, J. (2011). Corrections in the 21st Century (6th ed). McGraw Hill; New York, New York.

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Schmallegger, F. Criminal Justice Today: An Introductory Text for the 21st Century (12th ed.). Pearson; Upper Saddle River, New Jersey.

Training weapons

Handcuffs (hinged and link)

"Police" magazine

Group project materials as needed

Research papers, internet and printed resource materials

Current events from periodicals

Hyperlinks:

Monroe Career & Technical Institute

Course: Criminal Justice

Unit Name: PA700 - COURT SYSTEMS

Unit Number: PA700

Dates: Spring 2016 **Hours:** 50.00

Last Edited By: Criminal Justice (06-01-2016)



Unit Description/Objectives:

Student will know and be able to demonstrate a basic understanding of the Pennsylvania court system.

Tasks:

PA701 - Explain the individual rights of citizens and due process requirements.

PA702 - Explain "search and seizure," and the Exclusionary Rule.

PA703 - Explain Miranda vs. Arizona.

PA704 - Describe pre-trial activities.

PA705 - Describe sentencing procedures.

PA706 - Explain Civil Law.

PA707 - Explain Administrative Law.

PA708 - Explain all applicable Case Law including, Terry v. Ohio, Tennessee v. Gardner, McNaghten Rule, Miranda v. Arizona, Mapp v. Ohio.

PA709 - Explain Procedural Law.

PA710 - Demonstrate knowledge of categories of crime (i.e. murders, felonies, misdemeanors and summaries).

PA711 - Explain various types of legal defenses to a criminal charge, including Alibi, Justifications For Criminal Charges, Excuses, Procedural Defenses and Innovative Defenses.

PA712 - Describe the roles and responsibilities of the court room personnel.

PA713 - Explain grand jury proceedings and indictments.

PA714 - Describe what takes place during a preliminary hearing.

PA715 - Describe what takes place during an arraignment and plea.

PA716 - Describe the steps of a criminal trial process.

PA717 - Describe the steps of a civil trial process.

PA718 - Relate a brief history of the juvenile justice system in America.

PA719 - Describe categories of children in today's juvenile justice system.

PA720 - Explain the difference between the juvenile justice system and the adult system of justice.

Standards / Assessment Anchors

Focus Anchor/Standard #1:

- Pennsylvania Core Standards for Reading for Technical Subjects Standard 3.5

Supporting Anchor/Standards:

KEY IDEAS/DETAILS GRADES 9-10-11-12

Standard CC.3.5.9-10.A / Standard CC.3.5.11-12A Cite specific textual evidence, etc.

Standard CC.3.5.9-10 B / Standard CC.3.5.11-12 B Determine the central ideas or conclusions of a text; etc.

Standard CC.3.5.9-10.C / Standard CC.3.5.11-12.C Follow precisely a complex multistep procedure, etc.

CRAFT & STRUCTURE GRADES 9-10-11-12

Standard CC.3.5.9-10. D / Standard CC.3.5.11-12.D Determine the meaning of symbols, key terms, and other domain specific words.

Standard CC.3.5.9-10.E / Standard CC.3.5.11-12.E Analyze the structure of the relationships among concepts in a text, etc.

Standard CC.3.5.9-10.F / Standard CC.3.5.11-12.F Analyze the author's purpose in providing an explanation, describing a procedure...and Analyze the structure of the relationships among concepts in a text.

INTEGRATE KNOWLEDGE & IDEAS GRADES 9-10

Standard CC.3.5.9-10.G Translate quantitative or technical information expressed in a text into visual form (e.g. a table or chart).

Standard CC.3.5.9-10. H Assess the reasoning in a text to support the author's claim for solving a technical problem.

Standard CC.3.5.9-10. I Compare and contrast findings presented in a text to those from other sources, etc.

INTEGRATE KNOWLEDGE & IDEAS GRADES 11-12

Standard CC.3.5.11-12. G Integrate and evaluate multiple sources of information presented in diverse formats...to solve a problem.

Standard CC.3.5.11-12. H Evaluate the hypotheses, data, analysis, and conclusions in a technical text, verifying the data when possible.

Standard CC.3.5.11-12. I Synthesize information from a range of sources into a coherent understanding.

RANGE OF READING GRADES 9-10-11-12

Standard CC.3.5.9-10.J / Standard CC.3.5.11-12.J By the end of grades 9-10, AND 11- 12, read and comprehend technical texts independently and proficiently.

Focus Anchor/Standard #2:

- Pennsylvania Core Standards for Writing for Technical Subjects Standard 3.6

Supporting Anchor/Standards:

TEXT TYPES AND PURPOSE GRADES 9-10-11-12

Standard CC.3.6.9-10.A Standard CC.3.6.11-12.A Write arguments focused on discipline specific content.

Standard CC.3.6.9-10.B Standard CC.3.6.11-12.B Write informative or explanatory texts, including the narration of technical processes, etc.

PRODUCTION & DISTRIBUTION OF WRITING GRADES 9-10-11-12

Standard CC.3.6.9-10.C Standard CC.3.6.11-12 C Produce clear and coherent writing...appropriate to task, purpose, and audience.

Standard CC.3.6.9-10 D Standard CC.3.6.11-12.D Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

Standard CC.3.6.9-10.E Standard CC.3.6.11-12.E. Use technology, including the internet, to produce, publish, and update individual or shared writing products.

RESEARCH GRADES 9-10-11-12

Standard CC.3.6.9-10.F Standard CC.3.6.11-12.F Conduct short and more sustained research to answer a question or solve a problem.

Standard CC.3.6.9-10.G. Standard CC.3.6.11-12.G Gather relevant information from multiple authoritative print and digital sources, following a standard format for citation.

Standard CC.3.6.9-10.H. Standard CC.3.6.11-12.H. Draw evidence from informational texts to support analysis, reflection, and research.

RANGE OF WRITING GRADES 9-10-11-12

Standard CC.3.5.9-10.I & Standard CC.3.5.11-12.I. Write routinely over extended time frames and shorter time frames for a range of tasks, purposes and audiences...etc.

Instructional Activities:

Knowledge:

Complete textbook assignment
Participate in group activities
Participate in theory discussion
Respond to questions
Participate in a KWL activity
Complete a pretest for the assigned chapter
Anticipation guide
Take notes using the indicated method
Small Group Oral Reading/Questioning
Exit slips of learning
Exit slips of questions
Focus Free Writing
Writing journals
What are three things that you learned?
Directed reading or learning questions
Think- Pair-Share

Skill:

- Demonstrate a basic understanding of the PA court system through discussions and assessments
- Participate in mock trial
- Explain parens patriae.
- Describe houses of refuge, reform schools, and industrial schools.
- Discuss the history of the juvenile court.
- Summarize six U.S. Supreme Court cases that changed modern-day juvenile court proceedings.
- Discuss the two types of juvenile crime.
- List the characteristics of the typical juvenile delinquent.
- List and explain the three stages of the juvenile justice process.
- List disposition options for adjudicated juvenile offenders.
- List and explain four teen court modes.
- Explain how youth gangs affect juvenile correctional institutions.

Remediation:

- Review with teacher assistance
- Study group
- Individual tutoring
- Group tutoring
- Peer tutoring
- Review games
- Retest or alternative assessment
- Study guides
- Checklists

Enrichment:

- Wellness training
- Close order drill
- Independent study with magazine/newspaper articles

Special Adaptations:

- Adaptations:
 - Extended Time (assignments and/or testing)
 - Graphic Organizer
 - Chunking of Assignments/Material
 - Preferential Seating
 - Directions/Comprehension Check (frequent checks for understanding)
 - Study Guide
 - Directions and/or Tests Read Aloud
 - Use of Calculator
 - Taking Tests in Alternate Setting (or if requested)
 - Verbal/Gestural Redirection (prompts to remain on task)
 - No Penalization for Spelling
 - Small Group Instruction
 - Use of Computer (Access to)
 - Positive Reinforcement
 - Access to School Counselor
 - Use of Highlighter/Highlighted Text
 - Variety of Assessment Methods
 - Use of Assistive Device (i.e. notepad, laptop, etc.)
 - Highly Structured Classroom
 - Syllabus for Major Projects
 - Grading Rubric
 - Clear Language for Directions
 - Use of Multisensory Approach
 - Provide Opportunities to Retest
 - Use a variety of Modalities when Introducing Skills/Concepts
 - Books on Tape or CD
 - Copies of Text for Home
 - Cue for Oral Response

- Text to Speech (other than for NOCTI)
- Encourage Student to Check Work Before Turning In
- Provide repetition During Initial Instruction
- Provide Verbal and Written Directions
- All Vocabulary to be Defined Before Testing
- Encouragement to Participate in Positive Leadership Roles
- Student Self-Evaluation for Behavior
- Exempt from reading Aloud in Front of Peers

Safety:

Student must:

Handle equipment in a safe and workmanlike manner

Know and follow established safety rules at all times

Follow manufacturers' directions when using any product, tool, equipment etc.

Assessment:

Assessments:

Quizzes

Essays

Log/Journal

Writing Activities

Video/DVD Worksheets

Rubrics

Check Lists

Debates

Oral Presentation

- FORMATIVE/SUMMATIVE EVALUATION

- Business and Industry Credentialing Tests

- Traditional Tests - multiple choice, matching, true/false, short answer completion

- Traditional Quizzes - multiple choice, matching, true/false, short answer completion

- Graded Homework

- Graded Writing assignments

- Exit Slips

- Textbook Computer Generated Tests

- OBSERVATIONAL EVALUATION

- Teacher observing and scoring each step of the process as a job is being completed

- Teacher observing and recording the quality of work being done on an assigned job

- Teacher checking and scoring that students use the appropriate terminology for particular jobs

- Teacher determining if the student has the skills to work independently on an assigned job

- Teacher evaluating if PA Program of Study tasks are being achieved as expected

- Teacher evaluating student class participation

- Peer evaluation of individual students

- Determine if students follow the daily plan as laid out at the start of class

- Evaluate the student's ability to work within a team when teamwork is necessary

- Evaluate the student's responsibility to complete work logs as expected

- Determine and evaluate if students adhere to all safety procedures

- Evaluate if students work without hindering other students' progress

- Evaluate if students stay on task in accordance with the job expectation

- Account if students are prepared for class each day

- Account if students are wearing appropriate clothing when necessary

- Account if students make up missed assignments in the established time limit

- Study guides provided prior to tests

- SPECIAL NEEDS ASSESSMENT ADAPTATIONS

- Use of calculator

- Matching with groups of no more than 10 (depends on IEP)

- Matching with groups of no more than 5

- Tests read aloud

- Word bank with no more than 10 options

- Extended time to complete the assessment

Resources/Equipment:

Hess, K. and Wroblewski, H. (2006). Police Operations Theory and Practice (4th ed). Delmar Cengage Learning; Clifton Park, NY.

Schmallegger, F. and Smykla, J. (2011). Corrections in the 21st Century (6th ed). McGraw Hill; New York, New York.

IFPO. The Professional Protection Officer: Practical Security Strategies and Emerging Trends. (2010). Elsevier; Burlington, Massachusetts.

Schmallegger, F. Criminal Justice Today: An Introductory Text for the 21st Century (12th ed.). Pearson; Upper Saddle River, New Jersey.

Training weapons

Handcuffs (hinged and link)

"Police" magazine

Group project materials as needed

Research papers, internet and printed resource materials

Current events from periodicals

Hyperlinks:

Monroe Career & Technical Institute

Course: Criminal Justice

Unit Name: PA800 - COMMUNICATIONS

Unit Number: PA800

Dates: Spring 2016 **Hours:** 75.00

Last Edited By: Criminal Justice (06-01-2016)



Unit Description/Objectives:

Student will know and be able to communicate clearly and concisely utilizing various delivery methods.

Tasks:

PA801 - Describe a police officer's role and responsibilities when using a police radio.

PA802 - Demonstrate proper radio communication terminology.

PA803 - Use the International Phonetic Alphabet to communicate.

PA804 - Describe the communication skills used to interact with family members, bystanders, firefighters, rescue personnel and people from other agencies.

PA805 - Demonstrate the ability to provide proper directions to a scene.

PA806 - Demonstrate the use of a personal computer, peripheral equipment, and accessories.

PA807 - Write an effective police report.

L809 - Demonstrate daily participation in wellness program.

L810 - Demonstrate affective patrol/desk procedures.

L811 - Demonstrate proficient public speaking skills.

L812 - Prepare/deliver an informative speech.

L813 - Prepare/deliver a persuasive speech.

L814 - Prepare/deliver various essays.

Standards / Assessment Anchors

Focus Anchor/Standard #1:

- Pennsylvania Core Standards for Reading for Technical Subjects Standard 3.5

Supporting Anchor/Standards:

KEY IDEAS/DETAILS GRADES 9-10-11-12

Standard CC.3.5.9-10.A / Standard CC.3.5.11-12A Cite specific textual evidence, etc.

Standard CC.3.5.9-10 B / Standard CC.3.5.11-12 B Determine the central ideas or conclusions of a text; etc.

Standard CC.3.5.9-10.C / Standard CC.3.5.11-12.C Follow precisely a complex multistep procedure, etc.

CRAFT & STRUCTURE GRADES 9-10-11-12

Standard CC.3.5.9-10. D / Standard CC.3.5.11-12.D Determine the meaning of symbols, key terms, and other domain specific words.

Standard CC.3.5.9-10.E / Standard CC.3.5.11-12.E Analyze the structure of the relationships among concepts in a text, etc.

Standard CC.3.5.9-10.F / Standard CC.3.5.11-12.F Analyze the author's purpose in providing an explanation, describing a procedure...and Analyze the structure of the relationships among concepts in a text.

INTEGRATE KNOWLEDGE & IDEAS GRADES 9-10

Standard CC.3.5.9-10.G Translate quantitative or technical information expressed in a text into visual form (e.g. a table or chart).

Standard CC.3.5.9-10. H Assess the reasoning in a text to support the author's claim for solving a technical problem.

Standard CC.3.5.9-10. I Compare and contrast findings presented in a text to those from other sources, etc.

INTEGRATE KNOWLEDGE & IDEAS GRADES 11-12

Standard CC.3.5.11-12. G Integrate and evaluate multiple sources of information presented in diverse formats...to solve a problem.

Standard CC.3.5.11-12. H Evaluate the hypotheses, data, analysis, and conclusions in a technical text, verifying the data when possible.

Standard CC.3.5.11-12. I Synthesize information from a range of sources into a coherent understanding.

RANGE OF READING GRADES 9-10-11-12

Standard CC.3.5.9-10.J / Standard CC.3.5.11-12.J By the end of grades 9-10, AND 11- 12, read and comprehend technical texts independently and proficiently

Focus Anchor/Standard #2:

- Pennsylvania Core Standards for Writing for Technical Subjects Standard 3.6

Supporting Anchor/Standards:

TEXT TYPES AND PURPOSE GRADES 9-10-11-12

Standard CC.3.6.9-10.A Standard CC.3.6.11-12.A Write arguments focused on discipline specific content.

Standard CC.3.6.9-10.B Standard CC.3.6.11-12.B Write informative or explanatory texts, including the narration of technical processes, etc.

PRODUCTION & DISTRIBUTION OF WRITING GRADES 9-10-11-12

Standard CC.3.6.9-10.C Standard CC.3.6.11-12 C Produce clear and coherent writing...appropriate to task, purpose, and audience.

Standard CC.3.6.9-10 D Standard CC.3.6.11-12.D Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

Standard CC.3.6.9-10.E Standard CC.3.6.11-12.E. Use technology, including the internet, to produce, publish, and update individual or shared writing products.

RESEARCH GRADES 9-10-11-12

Standard CC.3.6.9-10.F Standard CC.3.6.11-12.F Conduct short and more sustained research to answer a question or solve a problem.

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Standard CC.3.6.9-10.H. Standard CC.3.6.11-12.H. Draw evidence from informational texts to support analysis, reflection, and research.

RANGE OF WRITING GRADES 9-10-11-12

Standard CC.3.5.9-10.I & Standard CC.3.5.11-12.I. Write routinely over extended time frames and shorter time frames for a range of tasks, purposes and audiences...etc.

Instructional Activities:

Knowledge:

- Complete textbook assignment
- Participate in group activities
- Participate in theory discussion
- Respond to questions
- Participate in a KWL activity
- Complete a pretest for the assigned chapter
- Anticipation guide
- Take notes using the indicated method
- Small Group Oral Reading/Questioning
- Exit slips of learning
- Exit slips of questions
- Focus Free Writing
- Writing journals
- What are three things that you learned?
- Directed reading or learning questions
- Think- Pair-Share
- Prepare/Oral Delivery various styles of speech
- Participate in local school announcements via intercom

Skill:

- Definition of effective communications
- Why effective communications is necessary
- The six essentials of effective communication
- How to address each audience effectively
- Myths and misconceptions about communications
- Proper use of communication devices
- What positive outcomes effective communication can produce
- In what directions communication might flow
- What special communication problems law enforcement officers may encounter
- What special populations may pose especially challenging communication issues
- When slurred speech may not be the result of intoxication
- When police officers can stop a person to ask questions
- What rights Miranda vs. Arizona grants to suspects

What would make a confession inadmissible in court
what purpose written police reports serve
Who the likely audiences of police reports are
What are the characteristics of effective police reports are
What two amendments police must balance when dealing with the media

Remediation:

Review with teacher assistance
Study group
Individual tutoring
Group tutoring
Peer tutoring
Review games
Retest or alternative assessment
Study guides
Checklists

Enrichment:

Wellness training
Close order drill
Independent study with magazine/newspaper articles

Special Adaptations:

Adaptations:

- Extended Time (assignments and/or testing)
- Graphic Organizer
- Chunking of Assignments/Material
- Preferential Seating
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Assessments:

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- OBSERVATIONAL EVALUATION

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- SPECIAL NEEDS ASSESSMENT ADAPTATIONS

- Use of calculator

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Schmallegger, F. and Smykla, J. (2011). Corrections in the 21st Century (6th ed). McGraw Hill; New York, New York.

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Training weapons

Handcuffs (hinged and link)

"Police" magazine

Group project materials as needed

Research papers, internet and printed resource material

Current events from periodicals resource

Hyperlinks:

Monroe Career & Technical Institute

Course: Criminal Justice

Unit Name: PA900 - SECURITY: NATIONAL,
INTERNATIONAL, AND LOCAL



Unit Number: PA900

Dates: Spring 2016 **Hours:** 150.00

Last Edited By: Criminal Justice (06-01-2016)

Unit Description/Objectives:

Student will know and be able to describe national, regional, and local security issues and respond to retail theft.

Tasks:

PA901 - Describe the responsibilities of Homeland Security.

PA902 - Explain how the Patriot Act has impacted Homeland Security.

PA903 - Describe terrorism as it has evolved in the 21st century.

PA904 - Demonstrate how to handle incidents of retail theft.

PA905 - Conduct a security survey.

PA906 - Explain community policing and programs related to community policing (i.e. neighborhood watch, DARE, etc.).

Standards / Assessment Anchors

Focus Anchor/Standard #1:

- Pennsylvania Core Standards for Reading for Technical Subjects Standard 3.5

Supporting Anchor/Standards:

KEY IDEAS/DETAILS GRADES 9-10-11-12

Standard CC.3.5.9-10.A / Standard CC.3.5.11-12A Cite specific textual evidence, etc.

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Focus Anchor/Standard #2:

- Pennsylvania Core Standards for Writing for Technical Subjects Standard 3.6

Supporting Anchor/Standards:

TEXT TYPES AND PURPOSE GRADES 9-10-11-12

Standard CC.3.6.9-10.A Standard CC.3.6.11-12.A Write arguments focused on discipline specific content.

Standard CC.3.6.9-10.B Standard CC.3.6.11-12.B Write informative or explanatory texts, including the narration of technical processes, etc.

PRODUCTION & DISTRIBUTION OF WRITING GRADES 9-10-11-12

Standard CC.3.6.9-10.C Standard CC.3.6.11-12 C Produce clear and coherent writing...appropriate to task, purpose, and audience.

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Standard CC.3.5.9-10.I & Standard CC.3.5.11-12.I. Write routinely over extended time frames and shorter time frames for a range of tasks, purposes and audiences...etc.

Connecting Anchor/Standard:

- Pennsylvania Core Standards for Mathematics Standard 2.0

Supporting Anchor/Standards:

NUMBERS AND OPERATIONS

Standard 2.1.HS.F.2 Apply properties of rational and irrational numbers to solve real world or mathematical problems.

Standard 2.1.HS.F.4 Use units as a way to understand problems and to guide the solution of multistep problems.

Standard 2.1.HS.F.5 Choose a level of accuracy appropriate to limitations on measurement when reporting quantities.

Standard 2.1.HS.F.6 Extend the knowledge of arithmetic operations and apply to complex numbers

Instructional Activities:

Knowledge:

Complete textbook assignment
Participate in group activities
Participate in theory discussion
Respond to questions
Participate in a KWL activity
Complete a pretest for the assigned chapter
Anticipation guide
Take notes using the indicated method
Small Group Oral Reading/Questioning
Exit slips of learning
Exit slips of questions
Focus Free Writing
Writing journals
What are three things that you learned?
Directed reading or learning questions
Think- Pair-Share
Define armed security guard
Define investigative agency
Define security agency
Define security guard
Identify the types of licenses issued to qualified applicants
Define bona fide and incidental
List the qualifications that licensed applicants must meet
State the conditions under which application information may be disclosed
Define provisions for psychological evaluations
Match types of license with their length of validity
Identify requirements for personal and vehicle identification
List guidelines for providing first aid
List guidelines for responding to accidents and emergencies
Identify uses and items in first aid kits
List guidelines to help reduce disease transmission when providing first aid
List guidelines to administering first aid to cuts
List signs and symptoms of traumatic shock

Classify burns according to their symptoms
Locate pressure point to control bleeding
Distinguish between symptoms of heat exhaustion and heat stroke
List measures to prevent heat cramps, heat exhaustion, and heat stroke
List guidelines for administering first aid for an eye injury
List guidelines for administering first aid in response to a poisonous or chemical substance
List guidelines for responding to electrical accidents
Distinguish among signs and symptoms of types of head injuries
Distinguish among signs and symptoms of sprains and fractures
List signs and symptoms of fainting
List signs and symptoms of a heart attack
List guidelines to follow in administering first aid to a choking victim
List methods of controlling a nose bleed
List guidelines for responding to seizures
Describe the risks associated with exposure to blood for other body fluids
Define the basic classes of fires
Explain the "fire triangle"
Describe the methods of extinguishing a fire
Identify the classes of fires
Define the basic steps for using a fire extinguisher
Arrange in order the procedures for responding to a fire
Identify ways to report a fire
State the purposes of field notes
Identify basic equipment for writing field notes
State basic guidelines for writing field notes
Describe criteria for effective field notes
Arrange in order from first to last the points in the standard description of a person
Prepare a set of field notes
Demonstrate observation skills on an assignment sheet
Distinguish between basic types of written reports
Explain the questions answered by a written report
List criteria for effective written reports
State basic guidelines for writing narrative reports
List common criteria for "reasonable suspicion"
Summarize the "plain view" clause
Describe the arrest authority of a security guide or private investigator
Explain the elements of an arrest
State the circumstances under which a lawful search can be made
State the circumstances under which a "pat down" search can be made
Discuss the use of deadly force
Interpret reasonable suspicion and arrest authority
State the role and responsibilities of the security guard
Explain the importance of public relations skills
Define the proper relationship of the security guard to the public or client employees
State guidelines for maintaining a professional appearance
State general guidelines for communicating with people
State general guidelines for communication across language barriers
State general guidelines for communicating with the media
Give general guidelines for appearing in court
State basic rules for using a telephone properly during "normal" and emergency situations
Record telephone messages
State basic rules for using a radio properly
Identify common responsibilities for assisting the public
Explain the security guard's role in quieting disputes
State guidelines for quieting disputes in public and private places
Complete an assignment on responding to a public dispute scenario
Complete an assignment on responding to a private dispute scenario
Identify common fixed post duties
Distinguish among types of fixed posts
State guidelines for checking personnel and vehicle identifications
Identify common fixed post duties

Complete an assignment on response to scenarios involving controlled access
Identify general guidelines for patrolling on foot
State basic guidelines for patrolling clocked rounds
Identify types of alarm systems
State basic guidelines for responding to alarms
List advantages and disadvantages of patrolling in a vehicle
Identify general guidelines for patrolling in a vehicle
List steps for approaching persons while patrolling on foot
List steps for approaching another vehicle while patrolling in a vehicle on private property
List basic guidelines for approaching trespassers
Explain the role of the security guard at a crime scene
Name common fire hazards
Name common safety violations
Identify questions for major checkpoints of firefighting equipment
List basic guidelines for responding to signs of arson
Describe a shift report
State guidelines for completing a shift report
Identify possible signs of security violations
Distinguish among the forms of theft (larceny)
List possible signs of theft
State steps for limiting the opportunity for theft
Name basic steps for investigating security incidents
State basic guidelines for protecting a scene
Arrange in order the responses to accidents
Arrange in order the responses to equipment failures or malfunctions
Arrange in order the responses to fights and other disturbances
Explain the importance of correctly responding to a bomb threat
State basic guidelines for responding to a bomb threat
Complete an assignment on recording bomb threat details
Identify possible consequences of actions judged illegal
State correct responses to incidents involving arrests
State correct responses to incidents involving search and seizure
State correct responses to incidents involving the use of force
Define terrorism
Describe the different types of terrorism
Discuss the nature and characteristics of terrorist attacks
Discuss typical weapons used in terrorism
Identify factors that help deter terrorism
Describe emergency preparation measures for the workplace
Complete an assignment on response to scenario related to terrorism

Skill:

Conduct observations
Perform searches of persons, vehicles and places
Demonstrate handcuffing
Demonstrate restraint techniques
Accurately complete a written report
Complete field notes
Prepare a set of field notes
Demonstrate describing a person in field notes
Demonstrate observation skills
Describe person or vehicle
Respond to scenarios involving first aid situations
Report on a workplace accident
Match the types of fire extinguishers to the class(es) of fires on which each is used
Demonstrate the procedures in order for responding to a fire
Demonstrate the basic steps for using a fire extinguisher
Model ways to report a fire
Prepare a written report from field notes
Demonstrate a response to a public dispute scenario
Demonstrate a response to a private dispute scenario

Demonstrate a response to a scenario involving controlled access
Prepare a shift report
Demonstrate guidelines for approaching a crime scene
Demonstrate guidelines for responding to signs of arson
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Demonstrate in order the responses to accidents
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Demonstrate basic guidelines for responding to a bomb threat
Demonstrate correct responses to incidents involving arrests
Demonstrate correct responses to incidents involving search and seizure
Demonstrate correct responses to incidents involving the use of force
Demonstrate a response to a scenario related to terrorism

Remediation:

Review with teacher assistance
Study group
Individual tutoring
Group tutoring
Peer tutoring
Review games
Retest or alternative assessment
Study guides
Checklists

Enrichment:

Wellness training
Close order drill
Independent study with magazine/newspaper articles

Special Adaptations:

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- Evaluate the student's responsibility to complete work logs as expected

- Determine and evaluate if students adhere to all safety procedures

- Evaluate if students work without hindering other students' progress

- Evaluate if students stay on task in accordance with the job expectation

- Account if students are prepared for class each day

- Account if students are wearing appropriate clothing when necessary

- Account if students make up missed assignments in the established time limit

- Study guides provided prior to tests

- SPECIAL NEEDS ASSESSMENT ADAPTATIONS

- Use of calculator

- Matching with groups of no more than 10 (depends on IEP)

- Matching with groups of no more than 5

- Tests read aloud

- Word bank with no more than 10 options

- Extended time to complete the assessment

Resources/Equipment:

Hess, K. and Wroblewski, H. (2006). Police Operations Theory and Practice (4th ed). Delmar Cengage Learning; Clifton Park, NY.

Schmallegger, F. and Smykla, J. (2011). Corrections in the 21st Century (6th ed). McGraw Hill; New York, New York.

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Schmallegger, F. Criminal Justice Today: An Introductory Text for the 21st Century (12th ed.). Pearson; Upper Saddle River, New Jersey.

Training weapons

Handcuffs (hinged and link)

"Police" magazine

Group project materials as needed

Research papers, internet and printed resource materials

Current events from periodicals

Hyperlinks:

Monroe Career & Technical Institute

Course: Criminal Justice



Unit Name: PA1000 - UNDERSTANDING AND WORKING FOR SPECIAL POPULATIONS

Unit Number: PA1000

Dates: Spring 2016 **Hours:** 0.00

Last Edited By: Criminal Justice (06-01-2016)

Unit Description/Objectives:

Student will know and be able to understand cultural diversity, mental health concerns and substance abuse issues.

Tasks:

PA1001 - Define multiculturalism and diversity, such as racial profiling, cultural diversity, etc.

PA1002 - Describe procedures for voluntary/involuntary commitments for mental health issues.

PA1003 - Know signs of substance abuse and how to handle subjects.

PA1004 - Explain how to handle Emotionally Disturbed Persons (EDP) or persons experiencing excited Delirium or Diabetic Shock.

Standards / Assessment Anchors

Focus Anchor/Standard #1:

- Pennsylvania Core Standards for Reading for Technical Subjects Standard 3.5

Supporting Anchor/Standards:

KEY IDEAS/DETAILS GRADES 9-10-11-12

Standard CC.3.5.9-10.A / Standard CC.3.5.11-12A Cite specific textual evidence, etc.

Standard CC.3.5.9-10 B / Standard CC.3.5.11-12 B Determine the central ideas or conclusions of a text; etc.

Standard CC.3.5.9-10.C / Standard CC.3.5.11-12.C Follow precisely a complex multistep procedure, etc.

CRAFT & STRUCTURE GRADES 9-10-11-12

Standard CC.3.5.9-10. D / Standard CC.3.5.11-12.D Determine the meaning of symbols, key terms, and other domain specific words.

Standard CC.3.5.9-10.E / Standard CC.3.5.11-12.E Analyze the structure of the relationships among concepts in a text, etc.

Standard CC.3.5.9-10.F / Standard CC.3.5.11-12.F Analyze the author's purpose in providing an explanation, describing a procedure...and Analyze the structure of the relationships among concepts in a text.

INTEGRATE KNOWLEDGE & IDEAS GRADES 9-10

Standard CC.3.5.9-10.G Translate quantitative or technical information expressed in a text into visual form (e.g. a table or chart).

Standard CC.3.5.9-10. H Assess the reasoning in a text to support the author's claim for solving a technical problem.

Standard CC.3.5.9-10. I Compare and contrast findings presented in a text to those from other sources, etc.

INTEGRATE KNOWLEDGE & IDEAS GRADES 11-12

Standard CC.3.5.11-12. G Integrate and evaluate multiple sources of information presented in diverse formats...to solve a problem.

Standard CC.3.5.11-12. H Evaluate the hypotheses, data, analysis, and conclusions in a technical text, verifying the data when possible.

Standard CC.3.5.11-12. I Synthesize information from a range of sources into a coherent understanding.

RANGE OF READING GRADES 9-10-11-12

Standard CC.3.5.9-10.J / Standard CC.3.5.11-12.J By the end of grades 9-10, AND 11- 12, read and comprehend technical texts independently and proficiently.

Focus Anchor/Standard #2:

- Pennsylvania Core Standards for Writing for Technical Subjects Standard 3.6

Supporting Anchor/Standards:

TEXT TYPES AND PURPOSE GRADES 9-10-11-12

Standard CC.3.6.9-10.A Standard CC.3.6.11-12.A Write arguments focused on discipline specific content.

Standard CC.3.6.9-10.B Standard CC.3.6.11-12.B Write informative or explanatory texts, including the narration of technical processes, etc.

PRODUCTION & DISTRIBUTION OF WRITING GRADES 9-10-11-12

Standard CC.3.6.9-10.C Standard CC.3.6.11-12 C Produce clear and coherent writing...appropriate to task, purpose, and audience.

Standard CC.3.6.9-10 D Standard CC.3.6.11-12.D Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

Standard CC.3.6.9-10.E Standard CC.3.6.11-12.E. Use technology, including the internet, to produce, publish, and update individual or shared writing products.

RESEARCH GRADES 9-10-11-12

Standard CC.3.6.9-10.F Standard CC.3.6.11-12.F Conduct short and more sustained research to answer a question or solve a problem.

Standard CC.3.6.9-10.G. Standard CC.3.6.11-12.G Gather relevant information from multiple authoritative print and digital sources, following a standard format for citation.

Standard CC.3.6.9-10.H. Standard CC.3.6.11-12.H. Draw evidence from informational texts to support analysis, reflection, and research.

RANGE OF WRITING GRADES 9-10-11-12

Standard CC.3.5.9-10.I & Standard CC.3.5.11-12.I. Write routinely over extended time frames and shorter time frames for a range of tasks, purposes and audiences...etc.

Instructional Activities:

Knowledge:

- Complete textbook assignment
- Participate in group activities
- Participate in theory discussion
- Respond to questions
- Participate in a KWL activity
- Complete a pretest for the assigned chapter
- Anticipation guide
- Take notes using the indicated method
- Small Group Oral Reading/Questioning
- Exit slips of learning
- Exit slips of questions
- Focus Free Writing
- Writing journals
- What are three things that you learned?
- Directed reading or learning questions
- Think- Pair-Share

Skill:

- Define the term special-needs inmate.
- Report on the management needs of special population inmates.
- Report on the impact of substance abusers on the corrections system.
- Discuss why treating HIV in prison is difficult.
- Discuss the five essential elements of cost-effective management of HIV/AIDS inmates.
- Explain why there are so many inmates with mental illnesses.
- Describe the ways to divert persons with mental illness from the criminal justice system.
- List the cost and health issues associated with older inmates.
- Review the legal issues surrounding special population inmates.

Remediation:

- Review with teacher assistance
- Study group
- Individual tutoring
- Group tutoring
- Peer tutoring
- Review games
- Retest or alternative assessment
- Study guides
- Checklists

Enrichment:

- Wellness training
- Close order drill
- Independent study with magazine/newspaper articles

Special Adaptations:

- Adaptations:
 - Extended Time (assignments and/or testing)
 - Graphic Organizer
 - Chunking of Assignments/Material
 - Preferential Seating

- Directions/Comprehension Check (frequent checks for understanding)
- Study Guide
- Directions and/or Tests Read Aloud
- Use of Calculator
- Taking Tests in Alternate Setting (or if requested)
- Verbal/Gestural Redirection (prompts to remain on task)
- No Penalization for Spelling
- Small Group Instruction
- Use of Computer (Access to)
- Positive Reinforcement
- Access to School Counselor
- Use of Highlighter/Highlighted Text
- Variety of Assessment Methods
- Use of Assistive Device (i.e. notepad, laptop, etc.)
- Highly Structured Classroom
- Syllabus for Major Projects
- Grading Rubric
- Clear Language for Directions
- Use of Multisensory Approach
- Provide Opportunities to Retest
- Use a variety of Modalities when Introducing Skills/Concepts
- Books on Tape or CD
- Copies of Text for Home
- Cue for Oral Response
- Text to Speech (other than for NOCTI)
- Encourage Student to Check Work Before Turning In
- Provide repetition During Initial Instruction
- Provide Verbal and Written Directions
- All Vocabulary to be Defined Before Testing
- Encouragement to Participate in Positive Leadership Roles
- Student Self-Evaluation for Behavior
- Exempt from reading Aloud in Front of Peers

Safety:

Student must:

Handle equipment in a safe and workmanlike manner

Know and follow established safety rules at all times

Follow manufacturers' directions when using any product, tool, equipment etc.

Assessment:

Assessments:

Quizzes

Essays

Log/Journal

Writing Activities

Video/DVD Worksheets

Rubrics

Check Lists

Debates

Oral Presentation

- FORMATIVE/SUMMATIVE EVALUATION

- Business and Industry Credentialing Tests

- Traditional Tests - multiple choice, matching, true/false, short answer completion

- Traditional Quizzes - multiple choice, matching, true/false, short answer completion

- Graded Homework

- Graded Writing assignments

- Exit Slips

- Textbook Computer Generated Tests

- OBSERVATIONAL EVALUATION

- Teacher observing and scoring each step of the process as a job is being completed

- Teacher observing and recording the quality of work being done on an assigned job

- Teacher checking and scoring that students use the appropriate terminology for particular jobs
- Teacher determining if the student has the skills to work independently on an assigned job
- Teacher evaluating if PA Program of Study tasks are being achieved as expected
- Teacher evaluating student class participation
- Peer evaluation of individual students
- Determine if students follow the daily plan as laid out at the start of class
- Evaluate the student's ability to work within a team when teamwork is necessary
- Evaluate the student's responsibility to complete work logs as expected
- Determine and evaluate if students adhere to all safety procedures
- Evaluate if students work without hindering other students' progress
- Evaluate if students stay on task in accordance with the job expectation
- Account if students are prepared for class each day
- Account if students are wearing appropriate clothing when necessary
- Account if students make up missed assignments in the established time limit
- Study guides provided prior to tests
- SPECIAL NEEDS ASSESSMENT ADAPTATIONS
- Use of calculator
- Matching with groups of no more than 10 (depends on IEP)
- Matching with groups of no more than 5
- Tests read aloud
- Word bank with no more than 10 options
- Extended time to complete the assessment

Resources/Equipment:

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Current events from periodicals

Hyperlinks:

Monroe Career & Technical Institute

Course: Criminal Justice

Unit Name: L1100 - SAFETY

Unit Number: L1100

Dates: Spring 2016 **Hours:** 120.00

Last Edited By: Criminal Justice (06-01-2016)



Unit Description/Objectives:

Student will know and be able to demonstrate the proper and safe use of classroom equipment.

Tasks:

L1101 - Demonstrate the proper method of safety utilizing classroom equipment.

Standards / Assessment Anchors

Focus Anchor/Standard #1:

- Pennsylvania Core Standards for Reading for Technical Subjects Standard 3.5

Supporting Anchor/Standards:

KEY IDEAS/DETAILS GRADES 9-10-11-12

Standard CC.3.5.9-10.A / Standard CC.3.5.11-12A Cite specific textual evidence, etc.

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Instructional Activities:

Knowledge:

- Participate in group activities
- Participate in theory discussion
- Respond to questions
- Participate in a KWL activity
- Focus Free Writing
- Writing journals

Skill:

Demonstrate the use of pull-up bar, dumbbells, and weight lifting exercise machine.

Remediation:

Review with teacher assistance
Individual tutoring
Group tutoring
Peer tutoring
Checklists

Enrichment:

Wellness training
Close order drill
Independent study with magazine/newspaper articles

Special Adaptations:

Adaptations:

- Extended Time (assignments and/or testing)
- Graphic Organizer
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Handcuffs (hinged and link)

"Police" magazine

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Research papers, internet and printed resource materials

Current events from periodicals

pull-up bar

dumbbells

weight lifting exercise machine

mats

strike pads

padded suit

medicine ball

Hyperlinks: