

# Monroe Career & Technical Institute

**Course:** Criminal Justice

**Unit Name:** 100 CRIME SCENE MANAGEMENT

**Number:** 100 **Hours:** 100.00

**Dates:** Spring 2025

## 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:

PA100 - CRIME SCENE MANAGEMENT

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 with officer safety in mind.

PA104 - Lift and preserve fingerprints for analysis.

PA105 - Make a casting of an impression.

PA106 - Make a digital composite sketch of a suspect.

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

PA108 - Demonstrate processing evidence with different materials, e.g., luminal, ninhydrin, powder, cyanoacrylate.

PA109 - 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:*

- Science, Technology & Engineering, and Environmental Literacy & Sustainability Standards  
3.1.9-12.0 Grade 9-12 Life Science Structure and Function

#### *Supporting Anchor/Standards:*

3.1.9-12.A Construct an explanation based on evidence for how the structure of DNA determines the structure of proteins, which carry out the essential functions of life through systems of specialized cells.

3.1.9-12.B Develop and use a model to illustrate the hierarchical organization of interacting systems that provide specific functions within multicellular organisms.

3.1.9-12.C Plan and conduct an investigation to provide evidence that feedback mechanisms maintain homeostasis.

3.1.9-12.P Ask questions to clarify relationships about the role of DNA and chromosomes in coding the instructions for characteristic traits passed from parents to offspring.

### 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, 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:**

Primary Textbooks: - Criminal Investigation: Basic Perspectives (Lushbaugh & Weston) - Police Operations Theory & Practice, 6th Edition (2013) ISBN: 978-1-2850-5262-5 - Instructor-Created Presentations

Digital/Online Resources: - FBI Evidence Collection Guidelines - NIJ Crime Scene Investigation: A Guide for Law Enforcement - Cengage Learning Platform: Introduction to Criminal Justice, 17th Edition; The American System of Criminal Justice, 16th Edition

Multimedia & Simulations: - NIJ training videos on forensic procedures - Virtual crime scene reconstructions (ScenePD or 3D SketchUp) - YouTube educational series: Forensics Education and CSI Reality Check

Hands-On / Classroom Materials: - Fingerprinting kits - Evidence markers and collection bags - Crime scene sketch templates - Mock crime scene photographs and logs - Latex gloves, tweezers, swabs for evidence collection, etc.

Professional/Supplemental Resources: - International Association for Identification (IAI) - Pennsylvania State Police Crime Lab resources - NIJ Journal articles on forensic best practices.

Police Operations Theory & Practice 6th edition 2013 978-1-2850-5262-5

Generated presentations, Pennsylvania Consolidated Statutes Title 18, Title 75, Title 234

Current events, periodical information, to include digital contentHyperlinks:

# Monroe Career & Technical Institute

**Course:** Criminal Justice

**Unit Name:** 200 USE OF FORCE

**Number:** 200 **Hours:** 25.00

**Dates:** Spring 2025

## Description/Objectives:

Understand appropriate use-of-force protocols, escalation and de-escalation techniques, and legal standards governing law enforcement use of force. 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 with the Due Process Amendments.

## Tasks:

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

PA202 - Demonstrate procedures for handcuffing.

PA204 - Demonstrate procedures for less lethal weapons.

PA205 - Demonstrate procedures for lethal weapons.

PA206 - Demonstrate de-escalation techniques.

PA207 - Perform basic moves of unarmed self-defense.

PA208 - Perform basic moves of tactical self-defense.

## 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 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/deescalation continuum  
 define verbal deescalation (verbal judo)  
 lethal and less-than-lethal weapons management  
 summarize the guidelines for reusing force and for determining when excessive force has been use.  
 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
- 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:**

Primary Textbooks: - Police Operations Theory & Practice, 6th Edition (2013) ISBN: 978-1-2850-5262-5 - Instructor-Created Presentations

Digital/Online Resources: - COPS Training Portal: Use of Force Modules - Police1 Academy: Use of Force - Cengage Learning Platform: Introduction to Criminal Justice, 17th Edition

Multimedia & Simulations: - Bodycam and dashcam video analysis exercises - Role-play and scenario-based simulations

Hands-On / Classroom Materials: - Training batons, non-lethal equipment demonstrations (in-class only) - Scenario role-play cards - Incident report forms

Professional/Supplemental Resources: - International Association of Chiefs of Police (IACP) - Pennsylvania Law Enforcement Training BulletinsHyperlinks:

# Monroe Career & Technical Institute

**Course:** Criminal Justice

**Unit Name:** 300 CRIMINAL LAW AND PROCEDURES

**Number:** 300 **Hours:** 50.00

**Dates:** Spring 2025

## Description/Objectives:

Understand the elements of crimes, legal procedures, officer authority, and constitutional rights. Student will know and be able to identify and differentiate between various crimes and applicable laws and current legislation, including drugs, cyber crimes etc.

## Tasks:

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

PA302 - Identify different types of controlled substances and their schedules.

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

PA304 - Explain criminal procedure, e.g., 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 Constitutional Law.

PA307 - Define crimes against persons and property.

PA308 - Explain applicable constitutional amendments for law enforcement, e.g., 1st, 2nd, 4th, 5th, 6th, 8th, and 14th.

## 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:

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, 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:

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:**

Primary Textbooks: - The American System of Criminal Justice, 16th Edition (Cengage, 2020) ISBN: 978-0-357-03285-5 - Introduction to Criminal Justice, 17th Edition (Cengage, 2020) ISBN: 978-0-357-03284-8 - Instructor-Created Presentations

Digital/Online Resources: - Oyez.org – Supreme Court Case Summaries - U.S. Courts Educational Resources - NIJ: Procedural Justice Resources

Multimedia & Simulations: - Landmark Cases - YouTube

Hands-On / Classroom Materials: - Mock trial scripts and role-play scenarios - Case study worksheets - Arrest report and citation forms for practice

Professional/Supplemental Resources: - Pennsylvania Commission on Crime and Delinquency (PCCD) - American Bar Association (ABA) Legal Education ResourcesHyperlinks:

# Monroe Career & Technical Institute

**Course:** Criminal Justice

**Unit Name:** 400 HEALTH ISSUES

**Number:** 400 **Hours:** 130.00

**Dates:** Spring 2025

## **Description/Objectives:**

Recognize and respond to health emergencies and apply first aid and CPR in accordance with professional standards. Student will know and be able to perform CPR/AED, first aid correctly, and respond appropriately to a health emergency. Students will also learn the concepts surrounding Stop The Bleed certification.

## **Tasks:**

PA402 - Identify hazardous materials and Safety Data Sheets (SDS).

PA403 - Perform the steps for patient assessment, e.g., trauma/medical.

PA404 - Perform emergency and non-emergency moves for transport.

PA405 - Perform cardio-pulmonary resuscitation (CPR) on an infant, a child and an adult.

PA406 - Demonstrate the steps to rescue 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 a tourniquet for emergency medical care of external bleeding.

PA410 - Apply a splint.

PA411 - Use 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 that makes an incident a multiple-casualty situation.

PA415 - Describe the content of 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 communicable diseases.

PA420 - Describe and practice the physical fitness standards in accordance to Municipal Police Officers' Education and Training Commission (MPOETC) standards.

PA421 - Define OSHA.

PA422 - Identify communicable disease and its impact on law enforcement.

PA423 - Demonstrate the administration of Narcan and the recovery position.

## 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:

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

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:**

Primary Textbooks: - Basic First Aid (American Safety & Health Institute, 1999) - First Aid, CPR, AED Manual (2016) ISBN: 978-158480665-3 - Instructor-Created Presentations

Digital/Online Resources: - American Red Cross First Aid Resources - Cengage Learning Platform: Introduction to Criminal Justice, 17th Edition (for integration with officer health and safety)

Multimedia & Simulations: - Video demonstrations of CPR, AED use, and first aid techniques - Virtual first aid scenario simulations

Hands-On / Classroom Materials: - First aid kits, CPR mannequins, AED trainers - Bandages, splints, and protective equipment - Role-play emergency scenarios

Professional/Supplemental Resources: - American Safety & Health Institute (ASHI) - Local EMS and fire department protocols for law enforcement support  
Hyperlinks:

# Monroe Career & Technical Institute

**Course:** Criminal Justice

**Unit Name:** 500 POLICE CONCEPTS AND SKILLS

**Number:** 500 **Hours:** 175.00

**Dates:** Spring 2025

## **Description/Objectives:**

Apply foundational policing concepts, including patrol techniques, report writing, and community engagement. 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, e.g., colonial, urban, southern, and frontier.

PA502 - Describe police organization and administration.

PA503 - Explain corruption and integrity in law enforcement.

PA504 - Describe the code of ethics in law enforcement as indicated by Municipal Police Officers' Education and Training Commission (MPOETC).

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

PA506 - Perform a search of a motor vehicle.

PA507 - Explain the use of intelligence gathering in police work

PA508 - Describe procedures that police officers use to interview suspects, witnesses, and victims.

PA509 - Explain the triggers for the invocation of Miranda rights and recite the Miranda warnings.

PA510 - Describe how informants and confidential informants assist police.

PA511 - Explain the link between substance abuse and criminal activity.

PA512 - Explain the role of evolving technology in law enforcement, e.g., drones, body cameras, thermal imaging, GPS, plate scanner, and others.

PA513 - Prepare an affidavit of probable cause and a criminal complaint.

PA514 - Prepare an affidavit of probable cause for a search warrant and arrest warrant.

PA515 - Identify the characteristics of a fingerprint.

PA516 - Take a set of classifiable fingerprints on a standard FBI card.

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 - Administer a standard field sobriety test (SFST).

PA520 - Perform techniques for vehicle stops.

PA521 - Prepare and issue a traffic warning and a traffic citation.

PA522 - Complete a simulated crash report.

PA523 - Use proper techniques for traffic control.

PA524 - Use effective techniques for handling domestic disputes.

PA525 - Define community policing and crime prevention, e.g., neighborhood watch, DARE.

PA528 - Prepare and issue a non-traffic summary offense.

PA529 - Search and pat down a suspect.

PA530 - Book a defendant.

PA531 - Research opportunities for post-secondary education and employment in criminal justice and police science.

PA532 - Search an area for evidence of criminal and/or non-criminal activity.

PA533 - Plan a response to an active shooter situation.

PA534 - Explain multiculturalism, diversity, and racial profiling.

### **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 &amp; 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:*

- Career Education and Work Academic Standards  
Standard Area - 13.1: Career Awareness and Preparation

*Supporting Anchor/Standards:*

13.1.11.A Relate careers to individual interests, abilities, and aptitudes.

13.1.11.B Analyze career options based on personal interests, abilities, aptitudes, achievements and goals.

Task 531 Research opportunities for postsecondary education and employment in criminal justice and police science.

5.1.12.A Analyze the sources, purposes, functions of law, and how the rule of law protects individual rights and promotes the common good.

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

Collective Deep Pocket  
Conscience  
Corruption Continuum  
Discretionary acts  
ethics  
gratuities  
integrity  
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, 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:**

Primary Textbooks: - Police Operations Theory & Practice, 6th Edition (2013) ISBN: 978-1-2850-5262-5 - Professional Protection Officer (2010) ISBN: 978-1-85617-746-7 - Instructor-Created Presentations

Digital/Online Resources: - COPS Training Portal: Patrol & Community Policing - Police1 Academy: Patrol Skills - Cengage Learning Platform: Introduction to Criminal Justice, 17th Edition

Multimedia & Simulations: - Role-play scenarios and traffic stops - Virtual patrol simulations

Hands-On / Classroom Materials: - Incident report forms, traffic stop cards - Scenario-based skill exercises - Patrol and observation logs

Professional/Supplemental Resources: - IACP publications - Local police department operational manuals  
Hyperlinks:

# Monroe Career & Technical Institute

**Course:** Criminal Justice

**Unit Name:** 600 CORRECTIONS CONCEPTS AND SKILLS

**Number:** 600 **Hours:** 130.00

**Dates:** Spring 2025

## Description/Objectives:

Understand correctional operations, inmate management, rehabilitation strategies, and facility procedures. Student will know and be able to discuss the theories behind corrections in the United States, understand aspects associated to being a corrections officer, and discuss the theories behind probation and parole.

## Tasks:

PA601 - Explain corruption and integrity in corrections.

PA602 - Explain probation and the conditions of probation.

PA603 - Explain parole and the conditions of parole

PA605 - Describe the history of corrections.

PA604 - Describe intermediate sanctions, e.g., home confinement, electronic monitoring.

PA606 - Describe security levels, classifications, and the use of a security matrix 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, including solitary confinement.

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, e.g., belts, shackles, black box, shock belts.

## 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:**

Primary Textbooks: - Corrections in the 21st Century, 6th Edition (2013) ISBN: 978-0-07-802647-8 -

Corrections in the 21st Century, 8th Edition (2017) ISBN: 978-126011073-9 - Instructor-Created Presentations

Digital/Online Resources: - American Correctional Association (ACA) - Cengage Learning Platform: The American System of Criminal Justice, 16th Edition

Multimedia &amp; Simulations: - Facility tour videos - Role-play: inmate management and rehabilitation scenarios

Hands-On / Classroom Materials: - Mock inmate records and logs - Security checklists and procedure worksheets - Correctional scenario cards

Professional/Supplemental Resources: - Local correctional facility guidelines - PCCD publications on rehabilitation programs  
Hyperlinks:



# Monroe Career & Technical Institute

**Course:** Criminal Justice

**Unit Name:** 700 COURT SYSTEMS

**Number:** 700 **Hours:** 50.00

**Dates:** Spring 2025

## Description/Objectives:

Understand the structure and functions of courts, trial procedures, and the judicial process. Students will know and be able to demonstrate a basic understanding of the Pennsylvania court system, the roles and responsibilities, and the court processes.

## Tasks:

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

PA702 - Explain search and seizure and the exclusionary rule.

PA704 - Describe pre-trial activities.

PA705 - Describe sentencing procedures.

PA706 - Explain civil law.

PA707 - Explain administrative law.

PA708 - Explain all applicable case law, e.g., Terry v. Ohio, Tennessee v. Garner, Miranda v. Arizona, Mapp v. Ohio, Gagnon v. Scarpelli, Gideon v. Wainwright, Chimel v. California.

PA709 - Explain procedural law.

PA710 - Define categories of crime, e.g., murders, felonies, misdemeanors, summaries.

PA711 - Explain various defenses to criminal charges, e.g., alibi, justifications, excuses, procedural defenses, innovative defenses, and the M'Naghten Rule.

PA712 - Describe the roles and responsibilities of the courtroom personnel.

PA713 - Explain grand jury proceedings and indictments.

PA714 - Describe the steps of 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 - Explain the history of the juvenile justice system in America, e.g., in re Gault.

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.

PA721 - Research the modern theory of child development.

PA722 - Describe police officer testimony during court proceedings

## 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 &amp; 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 &amp; 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 &amp; 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 &amp; 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, 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:**

Primary Textbooks: - The American System of Criminal Justice, 16th Edition (2020) ISBN: 978-0-357-03285-5 - Instructor-Created Presentations

Digital/Online Resources: - U.S. Courts Educational Resources - Oyez.org - Cengage Learning Platform: Introduction to Criminal Justice, 17th Edition

Multimedia & Simulations: - Mock trial videos - Role-play of courtroom procedures

Hands-On / Classroom Materials: - Court case packets for analysis - Trial scripts and role-play assignments

Professional/Supplemental Resources: - Local court system guides - ABA trial advocacy resourcesHyperlinks:

# Monroe Career & Technical Institute

**Course:** Criminal Justice

**Unit Name:** 800 COMMUNICATIONS

**Number:** 800 **Hours:** 75.00

**Dates:** Spring 2025

## Description/Objectives:

Apply effective communication skills, including radio operations, report writing, and interpersonal communication in law enforcement contexts. 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 wireless devices.

PA802 - Use proper radio communication terminology.

PA803 - Use the international phonetic alphabet to communicate.

PA804 - Describe the communication skills used to interact with stakeholders and active listeners, e.g., death notifications, National Incident Management System (NIMS).

PA805 - Provide proper directions to a scene.

PA806 - Use a personal computer, peripheral equipment, and accessories.

PA807 - Write an effective police report.

## 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:*

- CCR.SL.6-12.1 Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

**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
- 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:**

Primary Textbooks: - Police Operations Theory & Practice, 6th Edition (2013) ISBN: 978-1-2850-5262-5 - Instructor-Created Presentations

Digital/Online Resources: - COPS Training Portal: Communications - Cengage Learning Platform: Introduction to Criminal Justice, 17th Edition

Multimedia & Simulations: - Radio communication simulations - Report writing tutorials and exercises

Hands-On / Classroom Materials: - Mock radio and dispatch equipment - Incident and narrative report templates - Role-play communication scenarios

Professional/Supplemental Resources: - IACP communications guidelines - Department radio protocol manuals  
Hyperlinks:

# Monroe Career & Technical Institute

**Course:** Criminal Justice

**Unit Name:** 900 SECURITY: NATIONAL, INTERNATIONAL, AND LOCAL

**Number:** 900 **Hours:** 105.00

**Dates:** Spring 2025

## Description/Objectives:

Understand security concepts at local, national, and international levels, including threat assessment and protective measures. Student will know and be able to describe national, regional, and local security issues.

## Tasks:

PA901 - Describe the responsibilities of Homeland Security.

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

PA903 - Research domestic and international terrorism as it has evolved in the 21st century, e.g., ALICE training.

PA907 - Formulate a response plan for a terroristic incident.

## 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:

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  
 Demonstrate guidelines for approaching trespassers  
 Demonstrate steps for approaching persons while patrolling on foot  
 Demonstrate guidelines for patrolling clocked rounds  
 Demonstrate guidelines for patrolling on foot  
 Demonstrate in order the responses to accidents  
 Demonstrate in order the responses to equipment failures or malfunctions  
 Demonstrate in order the responses to fights and other disturbances  
 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:****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:**

Primary Textbooks: - Professional Protection Officer (2010) ISBN: 978-1-85617-746-7 - Instructor-Created Presentations

Digital/Online Resources: - U.S. Department of Homeland Security - Cengage Learning Platform: Introduction to Criminal Justice, 17th Edition

Multimedia & Simulations: - Threat assessment videos and case studies - Security scenario simulations

Hands-On / Classroom Materials: - Risk assessment worksheets - Security protocol checklists - Scenario-based exercises

Professional/Supplemental Resources: - IACP and local security agency publications - Homeland Security training materialsHyperlinks:

# Monroe Career & Technical Institute

**Course:** Criminal Justice

**Unit Name:** 1000 SPECIAL POPULATIONS

**Number:** 1000 **Hours:** 80.00

**Dates:** Spring 2025

## Description/Objectives:

Understand the needs, challenges, and legal considerations when working with special populations in law enforcement and corrections, including juveniles, individuals with mental health issues, elderly populations, and persons with disabilities. Student will know and be able to understand cultural diversity, mental health concerns and substance abuse issues.

## Tasks:

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

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

PA1004 - 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 &amp; 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, 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:

Primary Textbooks:

Corrections in the 21st Century, 6th Edition (2013) ISBN: 978-0-07-802647-8

Corrections in the 21st Century, 8th Edition (2017) ISBN: 978-126011073-9

Police Operations Theory & Practice, 6th Edition (2013) ISBN: 978-1-2850-5262-5

Instructor-Created Presentations

Digital/Online Resources:

National Institute of Justice (NIJ) – Special Populations Research

COPS Training Portal: Working with Special Populations

Cengage Learning Platform: Introduction to Criminal Justice, 17th Edition; The American System of Criminal Justice, 16th Edition

Multimedia & Simulations:

Video case studies of interactions with juveniles, mentally ill individuals, and other vulnerable groups

Role-play exercises simulating communication and de-escalation techniques with special populations

Hands-On / Classroom Materials:

Scenario-based worksheets and checklists for managing special populations

Mock incident reports highlighting accommodations and procedural considerations

Role-play materials to practice crisis intervention and communication strategies

Professional/Supplemental Resources:

Council of Juvenile Correctional Administrators (CJCA)

Substance Abuse and Mental Health Services Administration (SAMHSA)

Local correctional facility and law enforcement guidelines for interacting with special populationsHyperlinks:

# Monroe Career & Technical Institute

**Course:** Criminal Justice

**Unit Name:** 1100 PRIVATE SECURITY: NATIONAL, INTERNATIONAL, AND LOCAL

**Number:** 1100 **Hours:** 100.00

**Dates:** Spring 2025

## Description/Objectives:

Understand private security operations, risk management, and protective services across various contexts. The student will know and be able to describe national, international, and local divisions of private security and the varied issues associated with each.

## Tasks:

PA1101 - Describe the growth and development of private security.

PA1102 - Handle incidents of retail theft and loss prevention.

PA1103 - Conduct a security survey.

PA1104 - Describe the duties of a private security officer, e.g., patrol techniques, report writing, access control, video and alarm monitoring.

PA1105 - Create an incident report.

PA1106 - Explain the legal aspects of private policing as it relates to Act 235.

## 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:

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
- 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:**

Primary Textbooks: - Professional Protection Officer (2010) ISBN: 978-1-85617-746-7 - Instructor-Created Presentations

Digital/Online Resources: - ASIS International - Cengage Learning Platform: Introduction to Criminal Justice, 17th Edition

Multimedia & Simulations: - Private security scenario videos - Risk assessment exercises

Hands-On / Classroom Materials: - Security patrol and observation worksheets - Incident response and reporting forms - Role-play protective services scenarios

Professional/Supplemental Resources: - Local and national private security agency guidelines - ASIS International publications

Hyperlinks: