

# **Criminal Justice/Public Safety**

## **IV**

June 2011

## **I. COURSE DESCRIPTION**

This is a full-year career and technical education course that aims to increase the student's knowledge, understanding and application of Criminal Justice/Public Safety. This course takes place in grade 12. This comprehensive program includes both theoretical and practical/hand-on instruction. Students receive challenging college preparatory level instruction. Students will have the opportunity to earn and purchase 9 college credits for various portions of the program. This may include 3 college credits for each of the following courses from Passaic County Community College: 1) Investigative Function (CJ105)

2) Introduction to Terrorism and Political Violence (CJ-209), and 3) APCO Basic Dispatcher Certification Training (CJ 114).

There is a focus on the daily infusion of technology, regular practical projects and activities, guest presentations and demonstrations from industry personnel, field trips, role-playing activities, and service-learning projects. These projects include many of the most relevant tools, practices and techniques utilized in the criminal justice industry today.

Students will be required to demonstrate a strong understanding of the following topics: the US legal system and roles of related personnel; Courtroom Procedure; Criminal Law and Procedure; Constitutional Law; Family Law; Civil Law; Corrections; APCO Telecommunicator I Certification Training); Methods of Crime Scene Investigation; Collection and Preservation of Evidence; Report Writing; Forensic Science, Radio Communication; Surveillance; Geographic Information Systems Software; Importance of good morals, ethics, and decision making; Terrorism and Multinational Security and Law Enforcement; Accident Reconstruction, and more. Throughout this course students will evaluate the importance of public order vs. individual rights. In doing so, students will be asked analyze and/or reenact a variety of case scenarios. This course will develop the ability to think analytically and draw reasonable conclusions. As well, students will be able to clearly present and justify their findings orally and in writing.

## **II. COURSE OBJECTIVES**

**9.4 Career and Technical Education:** All students who complete a career and technical education program will acquire academic and technical skills for careers in emerging and established professions that lead to technical skill proficiency, credentials, certificates, licenses, and/or degrees.

### **A. Terrorism and Multinational Criminal Justice (CJ 209)**

(9.4.12.L (4).1, .21, .37-.39)

\*See applicable Terrorism curricula (PCTI, FDU, or PCCC)

1. First Considerations
  - a. Conceptual Considerations
  - b. Recent attacks in the United States
  - c. Terrorism and Criminal Skill: Three Cases in Point
  - d. The Past as Prologue: Historical Perspectives on Terrorism
  - e. The Gunpowder Plot of Guy Fawkes
2. The Nature of the Beast: Defining Terrorism
  - a. Opening Viewpoint: "Hate Crimes" Acts of Terrorism?
  - b. Defining Terrorism: An Ongoing debate
  - c. Labeling the Enemy in the New Era of terrorism
  - d. Perspectives on terrorism
  - e. The Political Violence Mix
3. Beginnings: The Causes of Terrorism
  - a. Opening Viewpoint: The Case of Carlos
  - b. Profiles of Violent Extremists
  - c. Women as Terrorists
  - d. A Viet Cong Directive Ordering Selective Terrorism
4. Terror From Above: State Terrorism
  - a. Opening Viewpoint: State terrorism as Domestic and Foreign Policy
  - b. Violence Abroad: State Terrorism as Foreign Policy
  - c. Violence at home: State terrorism as Domestic policy
  - d. The Problem of Accountability: Monitoring State Terrorism
5. Terror From Below: Dissident Terrorism
  - a. The Rebel as Terrorist: A Dissident Terrorism Paradigm
  - b. Warring Against the State: Antistate Dissident Terrorism
  - c. Warring Against a People: Communal Terrorism
  - e. operational Shifts: Dissidents and New Terrorism
6. Violence in the Name of the Faith: Religious Terrorism
  - a. Primary and Secondary Motives: The Idiosyncratic
  - b. Historical Cases in Point: Fighting, Dying, and Killing

- c. State Sponsored Religious Terrorism in the Modern Era
  - d. Dissident Religious Terrorism in the Modern Era
  - e. The Future of Religious Terrorism
7. Violent ideologies: Terrorism From the Left and Right
    - a. The Racist Skinhead Counterculture
    - b. The Spanish Falange: A Model for Fascism
    - c. Required reading on the “New Left”
    - d. Supportive Environments on the Left
    - e. Vanguard Theory
    - f. Violent Reactionaries: Characteristics of the Extreme Right
  8. Terrorist Spillovers: International Terrorism
    - a. The Changing Environment of International terrorism
    - b. Cooperation between Terrorists: The European Connection
    - c. International Terrorism: The Japanese Red Army and the LYDDA
    - d. Beyond Al Qaeda
  9. Emerging Terrorist Environments: Gender-Selective Political Violence and Criminal Dissident Terrorism
    - a. Culture and Conflict: Gender-Selected Victims of Terrorist Violence
    - b. The Beka’ a Valley
  10. Tools of the Trade: tactics and Targets of Terrorists
    - a. The Purpose: Terrorist Objectives
    - b. The Means: terrorist methods
    - c. The Al-Qaeda “Terrorist Manual”
    - d. The Symbolism of Targets: Terrorist Attacks against the United States
    - e. Tactical Horror: Digital, Video, and Audio Terrorism
  11. The Information Battleground: Terrorist Violence and the Role of the Media
    - a. Two Perspectives: The Media and Governments
    - b. Delivering the Message
    - c. Self-Regulation and the American Media
  12. The American Case: Terrorism in the United States
    - a. American Cults and Terrorist Violence
    - b. Seeds of Terrorism: Radicals on the American Left
    - c. Conspiracy Theories on the American Right
    - d. Seeds of Terrorism: Reactionaries on the American Right
    - e. We the Klan Believe
  13. Responding to Terror: The Options
    - a. Background: The Scope of Options
    - b. Operation El Dorado Canyon
    - c. Hostage Rescues

- d. The Capture of Mir Aimal Kansi
  - e. The Torture Debate
14. What Next? The Future of Y=terrorism
- a. An Overview of Near-Term Projections
  - b. The Future of Terrorism: New Threats
  - c. Controlling terrorism: New Challenges
  - d. Prospects for terrorism in the United States

**B. Association of Public Communications Officers (APCO) Telecommunicator I  
“Dispatch” Certification Training (CJ 114)**  
(9.4.12.L.64, .65, 9.4.12.L (4).4, .5, .29)

1. Module One – Intro to Careers in Communications
  - a. Professional Public Safety Telecommunicator Careers
  - b. Ethics and Values in Communications
  - c. Organizational Structure
  - d. Vital Services and Basic Elements
  - e. PSAP Informational Resources
  - f. Policies and Procedures
2. Module Two- Interpersonal Communications
  - a. Nonverbal Communication
  - b. Communications Cycle
  - c. Hearing and Listening, Speech and Dictation, Observation and Interferences
  - d. Customer Service in Emergency Communications
3. Module Three- Telephone Communication Techniques: Call Processing
  - a. Basic Techniques
  - b. Information and Gathering techniques
  - c. Taking Descriptive Information
  - d. Managing Different Caller Types
4. Module Four- telephony: Traditional Technology
  - a. 9-1-1 Terminology
  - b. Basic 9-1-1 and Enhanced 9-1-1
  - c. Call Routing
  - d. Private Branch Exchange (PBX) and Call Boxes
5. Module Five- Emerging Technology
  - a. Telephony Emerging Technology Terminology
  - b. Wireless 9-1-1
  - c. Wireless Challenges for Dispatchers/Operators
  - d. Wireless Locals Number Portability (WLNP)
  - e. Voice over Internet Protocol (VOLP)

6. Module Six- Telephony- TTY
  - a. Teletypewriter=TTY
  - b. TTY Terminology
  - c. Recognizing, Understanding, and Handling TTY Calls
  - d. telephone Relay services
  
7. Module Seven- Telematics
  - a. Telematics Terminology and Terminology
  - b. Emergency with Voice Calls
  - c. Airbag/Telemetry Activation, No voice Calls
  - d. Emergency Button Activation, No Voice Calls
  - e. Stolen Vehicle Events
  
8. Module Eight – Computer Aided Dispatch (CAD) & Related Technologies
  - a. Understanding CAD
  - b. Mobile Data Systems, 24 hour time, mapping systems
  - c. Automated Vehicle Locators (AVL)
  - d. Logging Records
  
9. Module Nine – Radio Communications Techniques
  - a. Initiating radio traffic
  - b. Broadcast procedures
  - c. Acknowledging radio transmissions
  - d. Response unit safety
  - e. Law Enforcement, Fire, and EMS Specific Procedures
  - f. Federal Communications Commission (FCC)
  
10. Module Ten – Radio Technology
  - a. Radio terminology
  - b. History
  - c. Equipment and maintenance
  - d. Frequency
  - e. Interoperability
  
11. Module Eleven – Call Classification
  - a. Classifications
  - b. Law Enforcement, Fire, and EMS call types
  
12. Module Twelve – NIMS Incident Command System
  - a. National Incident Command System (NIMS)
  - b. Incident Command System (ICS)
  - c. Command and general staff overview

13. Module Thirteen – Liability Issues
  - a. Civil liability
  - b. Exposure to liability
  - c. Confidentiality
  - d. Minimizing liability risks
  
14. Module Fourteen – Preparing for your New Career
  - a. Shift work and stress
  - b. Mental and physical stress
  - c. Reducing stress
  - d. Desk exercises
  - e. Critical incident stress debriefing

**C. Criminal Investigations (CJ 105)**

(9.4.12.L.4, .11, 9.4.12.L (4).1, .3, .7, .11-.14, .16-.19, .27, 9.4.12.L (5).8-.11)

1. Criminal Investigation: An Overview
  - a. Definitions
  - b. Characteristics of an Effective Investigator
  - c. The Preliminary Investigation
  - d. Follow-Up Investigation
  - e. Computer-Aided Investigation
  - f. Community Policing
  
2. Documenting the Crime Scene
  - a. Field Notes: Basics
  - b. Investigative Photography
  - c. Photographic Equipment
  - d. Training and Using Investigative Photography
  - e. Types of Investigative Photography
  - f. Security of Evidence
  - g. Admissibility in Court
  - h. Sketching
  
3. Writing Effective Reports
  - a. Importance of Reports
  - b. Problems with Reports
  - c. Evaluating Your Report
  - d. The Final report
  
4. Searches
  - a. Legal Searches and The Fourth Amendment
  - b. Exclusionary rule
  - c. Reasonable Searches
  - d. Search Patterns
  - e. Investigatory Reports

5. Forensic/Physical Evidence
  - a. Definitions
  - b. Investigative Equipment
  - c. Chain of Custody
  - d. Types of Evidence
  
6. Obtaining Information and Intelligence
  - a. Sources of Information
  - b. Interviewing and Interrogating
  - c. Interview Process
  - d. Interrogation
  - e. Questioning Juveniles and Children
  - f. Evaluating Information
  
7. Identifying and Arresting Suspects
  - a. Identifying Suspects at the Scene
  - b. Locating Suspects
  - c. Surveillance
  - d. Undercover assignments
  - e. Raids
  - f. Legal Arrests
  - g. Civil Liability
  
8. Death Investigations
  - a. Classification of Deaths
  - b. Challenges in Investigations
  - c. Preliminary Investigation of Homicide
  - d. Estimating Time of Death
  - e. Autopsies
  - f. Witnesses
  - g. Cold Cases
  - h. Errors in Death Investigations
  
9. Assault, Domestic Violence, Stalking and Elder Abuse
  - a. Assault: Overview
  - b. Classification
  - c. Elements of Crime
  - d. Investigating Domestic Violence
  - e. Investigating Stalking
  - f. Investigating Elder Abuse
  
10. Sex Offenses
  - a. Prostitution
  - b. Human Trafficking
  - c. Classification



- d. Rape/Sexual Assault
  - e. Sex Offenders
  - f. Prosecution
11. Crimes Against Children
- a. Neglect and Abuse
  - b. Case Processing
  - c. Challenges in Investigation
  - d. Evidence
  - e. Pedophiles
  - f. Commercial Exploitation
  - g. Missing Children
12. Robbery
- a. Classification
  - b. Elements of the Crime
  - c. False Robbery Reports
13. Burglary
- a. Burglary vs. Robbery
  - b. Elements
  - c. Determining Entry
  - d. Recovering Stolen Property
  - e. Preventing Burglary
14. Larceny/Theft, Fraud and White-Collar Crime
- a. Classification
  - b. Types of larceny/Theft
  - c. Fraud
  - d. White-Collar Crime
15. Motor Vehicle Theft
- a. Classification
  - b. Elements
  - c. Insurance Fraud
  - d. Recovery
  - e. Combating Motor Vehicle Theft
  - f. Preventing Motor Vehicle Theft
16. Arson, Bombs and Explosives
- a. Classification of Fires
  - b. Elements
  - c. Classification of Arson
  - d. Preliminary Investigation
  - e. Responding to a Bomb Threat
  - f. Investigating Bomb Explosions

17. Computer Crime
  - a. Scope and Cost
  - b. Terminology
  - c. Classification
  - d. Preliminary Investigation
  - e. Forensic Examination
  - f. Follow-Up Investigation
  - g. Preventing Computer Crime
  
18. A Dual Threat: Drug-Related Crime and Organized Crime
  - a. Threat of Drugs
  - b. Identification and Classification
  - c. Investigating Illegal Possession
  - d. Investigating illegal Sale
  - e. Drug Laboratories
  - f. Major Activities of Organized crime
  - g. Corruption
  
19. Criminal Activities of Gangs and Other Dangerous Groups
  - a. Threat of Gangs
  - b. Extent of Gangs
  - c. Types of Gangs
  - d. Activities
  - e. Investigating Gang Activity
  - f. Bias and hate Crimes
  - g. Hate Groups
  - h. Ritualistic Crimes
  - i. Investigating Ritualistic Crimes
  
20. Terrorism and Homeland Security
  - a. Overview
  - b. Classification of Terrorists Acts
  - c. Terrorist Groups
  - d. Methods
  - e. Funding
  - f. Homeland Security
  - g. Fighting Terrorism
  
21. Preparing for and Presenting Cases in Court
  - a. The Final report
  - b. Role of Prosecutor
  - c. Preparing a Case
  - d. The Trial
  - e. Direct Examination
  - f. Cross-Examination

g. Testimony

**D. Geodessy- Homeland Security- Three Sections**

(9.4.12.L.62, .63-.67, 9.4.12.L (4).21, .22)

1. Project Implementation- Preparedness
  - a. Presentation 8- ArcGIS Tools & Techniques for Response
  
2. Project Implementation- Respons
  - a. Locate Emergency services and Personnel
  - b. Assign Response Personnel
  - c. Dispatch On-Site Incidents Attendants
  - d. Responding to Special Populations Activity
  - e. Presentation 9- ArcGIS Tools & Techniques for Recovery
  
3. Project Implementation- Recovery
  - a. How Many People are Affected by an Emergency?
  - b. Setting Fixed Recovery units
  - c. Setting Mobile Recovery Units
  - d. Project presentation- Written Report Instructions
  - e. Project Presentation- Oral Report instructions
  - f. Local Community Project

**E. Report Writing** (9.4.12.L.4, .7-.9, .11, .14, .16, 9.4.12.L (4).3, .12-.14, .17, .27)

1. Properly Documenting your Actions and Observations
2. Perspective
3. Think before you Write
4. Field Notes
5. Outlining/Pre-Writing
6. Relevant Facts
7. Maintaining Objectivity
8. Clarity
9. Proofreading
10. Succinct Writing
11. English Grammar and Usage
12. Comprehension & Interpretation
13. Coherent Writing

### **III. TEXTBOOK, INSTRUCTIONAL MATERIALS AND SOFTWARE**

Criminal Investigation, Ninth Edition

Karen M. Hess

Christine Hess Orthmann

Delmar Cengage Learning

2010

Crime Scene Investigation, Pearson-Prentice Hall, 2004

Understanding Terrorism, Third Edition

Larry Martin

Sage Publications, 2010

Investigative and Operational Report Writing, 4th Edition

Larry E. Holtz

Lexis Nexis Gould Publications

2001

Association of Public Communication Officers - Public Safety Telecommunicator I Training Manual, 6th Edition, APCO Institute, Inc. 2005

New Jersey Police Manual, Gann Law Books, 2007

Dictionary of Criminal Justice, Prentice Hall, 2006

Criminal Justice Department Video and DVD library

PCTI Circulation Library and Computer Labs

#### **Online Resources:**

[www.cjnowonline.com](http://www.cjnowonline.com) (online textbook)

[www.courttv.com](http://www.courttv.com) (Court TV Home)

[www.courttv.com/forensics\\_curriculum/](http://www.courttv.com/forensics_curriculum/) (Forensics in the Classroom)

#### **IV. INSTRUCTIONAL STRATEGIES**

In order to meet the individual needs of our students, differentiated instruction is utilized in every class. This involves the use of a variety of instructional strategies, including but not necessarily limited to: readings and exercises from approved text(s) and related supplemental materials; individual and group research projects; cooperative group activities; teacher generated handouts; lecture in conjunction with class discussion and notes; debates; role playing activities; DBQ's; oral and written reports; simulations; multimedia presentations; related field trips; and Internet and ITV presentations and conferences; guest presenters and demonstrations; lab activities; etc.

#### **V. EVALUATION.**

##### **A. Evaluation**

Differentiated assessment is utilized in all classes. This is both formative and summative in nature. The methods of assessment parallel the diverse instructional strategies. Specific methods of assessment include, but are not necessarily limited to the following:

- Tests – Objective & Essay 3-5 minimum given each marking period
- Practical/Hands-On projects and activities
- Quizzes
- Research projects oral and written
- Reports – Oral/Written
- Certification training programs
- Computer projects
- Charts/Graphs/Maps/ Diagrams
- Debates/Simulations
- Daily Notebook – to be checked periodically
- Class Participation including presentations, field trips, role playing activities, etc.
- Lab activities
- Analyses of newspapers, magazines, current events, videos, etc.

**VI. SCOPE AND SEQUENCE**

SCOPE AND SEQUENCE CHART

I= Introduced

D=Developed in Depth

R=Reinforced

**CRIMINAL JUSTICE/PUBLIC SAFETY IV**

Suggested Grade Levels

<b>SKILL TO BE LEARNED</b>	<b>9</b>	<b>10</b>	<b>11</b>	<b>12</b>
Demonstrate an in depth understanding of criminal investigations				R
Demonstrate how to document a crime scene				R
Demonstrate how to write effective reports				DR
Demonstrate an in depth understanding of Forensic/Physical Evidence				R
Demonstrate an understanding of interview and interrogation techniques				D
Demonstrate an understanding of death investigations ( challenges, classification, autopsy, cold cases)				DR
Demonstrate an understanding of the elements and classification of crimes				DR
Demonstrate an understanding of crimes against children				D
Demonstrate an understanding of robbery, burglary, larceny and motor vehicle theft				R
Demonstrate an understanding of the classification of fires and its elements				R
Demonstrate an understanding computer crime and its effects on the economy				D
Demonstrate an understanding of drug related crimes				D
Demonstrate an understanding of the threat of gangs and the extent they have on crime data				D
Demonstrate an understanding and purposes of the Department of Homeland Security				D
Demonstrate an understanding and perspective on terrorism				D
Demonstrate an understanding of the causes of terrorism				D
Demonstrate an understanding of State Terrorism as it relates to Foreign and Domestic Policy				D
Demonstrate an understanding of religious Terrorism and its primary and secondary motives				D
Demonstrate an understanding of International Terrorism				D
Demonstrate an understanding of terrorist tactics				D

<b>SKILL TO BE LEARNED</b>	<b>9</b>	<b>10</b>	<b>11</b>	<b>12</b>
Demonstrate an understanding of terrorism and the effects of the media				D
Demonstrate an understanding of homegrown terrorism				D
Demonstrate an understanding of the future of terrorism and its challenges				D
Demonstrate an understanding of a career as a Public Communications Officer				D
Demonstrate an understanding for Interpersonal Communications				D
Demonstrate an understanding of communication techniques and call processing				D
Demonstrate an understanding of 9-1-1 terminology and call routing				D
Demonstrate an understanding of Telematics terminology				D
Demonstrate an understanding of Computer Aided Dispatch				D
Demonstrate an understanding of Law Enforcement, Fire and EMS call procedures				D
Demonstrate an understanding of radio technology				D
Demonstrate an understanding of call classifications				D
Demonstrate an understanding of the National Incident Command System				D
Demonstrate an understanding of liability issues as a Public Communications Officer				D
Demonstrate an understanding of Geodesy and all its components				DR

## VII. Pacing Chart

<u>Week</u>	<u>Chapter</u>	<u>Material</u>
Week 1	Chapter 1 CJ-209 First Considerations Report Writing	Conceptual Considerations, Recent attacks in the U.S., Historical Perspectives,
Week 2	Chapter 2 CJ-209 The Nature of the Beast: Defining Terrorism Report Writing	Defining Terrorism, Labeling the Enemy, Perspectives on Terrorism
Week 3	Chapter 3 CJ-209 Beginnings: The Causes of Terrorism Report Writing	Profiles of Violent Extremists, Women of Terrorism
Week 4	Chapter 4 CJ-209 Terror From Above: State Terrorism Report Writing	Violence Abroad, Violence at Home, Accountability
Week 5	Chapter 5 CJ-209 Terror From Below: Dissident Terrorism Report Writing	Dissident Terrorism, Anti State Terrorism, Communal Terrorism
Week 6	Chapter 6 CJ-209 Violence in the Name of the Faith: Religious Terrorism Report Writing	Primary/Secondary Motives, Religious Terrorism, Future of Religious Terrorism
Week 7	Chapter 7 CJ-209 Violent ideologies: Terrorism From the Left and Right Report Writing	Fascism, New Left, Vanguard Theory, Extreme Right
Week 8	Chapter 8 CJ-209 Terrorist Spillovers: International Terrorism Report Writing	International Terrorism, Japanese Red Army,
Week 9	Chapter 9 CJ-209 Emerging Terrorist Environments: Gender-Selective Political Violence and Criminal Dissident Terrorism Report Writing	Culture and Conflict, The Beka'a Valley
Week 10	Chapter 10 CJ-209 Tools of the Trade: Tactics and Targets of Terrorists Report Writing	Terrorists Objectives, Terrorist Manual, Symbolism of Targets, Digital, Video, Audio Terrorism
Week 11	Chapter 11 CJ-209 The Information Battleground: Terrorist Violence and the Role of the Media	Two Perspectives, Delivering the Message, Self-Regulation



Week 12	Chapter 12 CJ-209 The American Case: Terrorism	American Cults, Seeds of Terrorism, Conspiracy Theories,
Week 13	Chapter 13, 14 CJ-209 Responding to Terror: The Options What Next? The Future of Y=Terrorism	Background, Mir Aimal Kansi, Torture Debate
Week 14	Chapter 1 CJ-105 Criminal Investigations: An Overview	Preliminary/ Follow-Up Investigation, Computer Aided Investigation, Community Policing
Week 15	Chapter 2 CJ-105 Documenting the Crime Scene	Field Notes, Photography, Securing Evidence, Admissibility in Court, Sketching
Week 16	Chapter 3 CJ-105 Writing Effective Reports	Importance/Problems with Reports, Evaluating Report, Finalizing
Week 17	Chapter 4 CJ-105 Searches	Legal Searches, Fourth Amendment, Exclusionary Rule, Reasonable Searches, Search Patterns
Week 18	Chapter 5 CJ-105 Forensic/Physical Evidence	Definitions, Equipment, Chain of Custody, Types of Evidence
Week 19	Chapter 6 CJ-105 Obtaining Information and Intelligence	Sources of Information, Interview and Interrogation, Questioning Juveniles, Evaluating Information
Week 20	Chapter 7 CJ-105 Identifying and Arresting Suspects	Identifying/Locating Suspects, Surveillance, Undercover Assignments, Raids, Legal Arrests, Liability
Week 21	Chapter 8 CJ-105 Death Investigations	Classifications, Challenges, Autopsy, Witnesses, Cold Cases, Errors
Week 22	Chapter 9 CJ-105 Assault, Domestic Violence, Stalking and Elder Abuse	Overview, Classification, Elements,
Week 23	Chapter 10, 11 CJ-105 Sex Offenses Crimes Against Children	Classification, Offenders, Prosecution, Neglect, Abuse, Processing, Evidence, Pedophiles, Missing Children
Week 24	Chapter 12, 13 CJ-105 Robbery Burglary	Classification, Elements, False Reports, Burglary vs. Robbery, Recovering Stolen Property, Prevention
Week 25	Chapter 14, 15 CJ-105 Larceny/Theft, Fraud, White Collar Crime Motor Vehicle Theft	Classification, Types, Elements, Recovery, Prevention
Week 26	Chapter 16, 17 CJ-105 Arson, Bombs and Explosives Computer Crime	Classification, Elements, Investigation, Response, Terminology, Examination,
Week 27	Chapters 18, 19 CJ-105 A Duel Threat: Drug-Related Crime	Threat of Drugs, Identification/Classification,

	and Organized Crime Criminal Activities of Gangs and Other Dangerous Groups	Investigation, Labs, Corruption, Threat, Extent, Types of Gangs, Bias and Hate Crimes, Ritualistic Crimes
Week 28	Chapters 20, 21 CJ-105 Terrorism and Homeland Security Preparing for and Presenting Cases in Court	Overview, Classification, Groups, Methods, Funding, Role of Prosecutor, Trial, Direct/Cross-Examination, Testimony
Week 29	Module 1, 2 CJ-114 Module One – Intro to Careers in Communications Module Two- Interpersonal Communications	Careers, Values, Ethics, Structure, Policies/Procedures, Communications Cycle, Hearing and Listening, Customer Service, Observation
Week 30	Module 3, 4 CJ-114 Module Three- Telephone Communication Techniques: Call Processing Module Four- Telephony: Traditional Technology	Basic Techniques, Information and Gathering Techniques, Taking Descriptive Information, Managing Different Caller Types, 9-1-1 Terminology, Basic 9-1-1 and Enhanced 9-1-1, Call Routing, Private Branch Exchange (PBX) and Call Boxes
Week 31	Module 5, 6 CJ-114 Module Five- Emerging Technology Module Six- Telephony- TTY	Telephony Emerging Technology Terminology, Wireless 9-1-1, Wireless Challenges for Dispatchers/Operators, Wireless Locals Number Portability (WLNP), Voice Over Internet Protocol (VOLP), Teletypewriter=TTY, TTY Terminology, Recognizing, Understanding, and Handling TTY Calls
Week 32	Module 7, 8 CJ-114 Module Seven- Telematics Module Eight – Computer Aided Dispatch (CAD) & Related Technologies	Telematics Terminology, Emergency with Voice Calls, Airbag/Telemetry Activation, No Voice Calls, Emergency Button Activation, Stolen Vehicle Events, Understanding CAD, Mobile Data Systems, 24 hour time, mapping systems, Automated Vehicle Locators (AVL) , Logging Records
Week 33	Module 9, 10 CJ-114 Module Nine – Radio Communications Techniques Module Ten – Radio Technology	Initiating radio traffic, Broadcast procedures, Acknowledging radio transmissions, Response unit safety, Law Enforcement, Fire, and EMS Specific Procedures, Federal

		Communications Commission (FCC), Radio Terminology, History, Equipment and Maintenance, Frequency
Week 34	Module 11, 12 CJ-114 Module Eleven – Call Classification Module Twelve – NIMS Incident Command System	Classifications, Law Enforcement, Fire, and EMS call types, National Incident Command System (NIMS), Incident Command System (ICS), Command and general staff overview
Week 35	Module 13, 14 CJ-114 Module Thirteen – Liability Issues Module Fourteen – Preparing for your New Career	Civil liability, Exposure, Confidentiality Minimizing liability risks, Shift work and stress, Mental and physical stress, Desk exercises, Critical incident stress debriefing
Week 36	Geodesy Project Implementation- Preparedness	Presentation 8
Week 37-39	Geodesy Project Implementation- Response	Presentation 9
Week 40-42	Geodesy Project Implementation- Recovery	Final Presentation Setting Fixed Recovery units, Setting Mobile Recovery Unit, Project presentation- Written Report Project Presentation- Oral Report Local Community Project

## **VIII. Student Proficiencies Handout**

### **Criminal Justice IV**

The Law Enforcement/Public Safety II program is a full year course that will afford the student with a wide-ranging proposal for a possible career in this field. The student will be motivated by the instruction process and understand the important steps necessary for entering the field of law and public safety. Activities will be used to replicate all phases of the criminal justice system. Students will be trained by knowledgeable instructors on many different skills and abilities that are required for this career. The overall objective is to promote character, morals, ethics, good citizenship, academic advancement while inspiring the student to seek possible employment in the profession of Law Enforcement/Public safety.

#### **Proficiencies**

1. The student will demonstrate an in depth understanding of criminal investigations.
2. The student will be proficient in documenting a crime scene.
3. The student will be proficient in writing effective reports.
4. The student will demonstrate an in depth understanding of Forensic/Physical Evidence.
5. The student will demonstrate an understanding of death investigations (Challenges, classification, autopsy, cold cases).
6. The student will demonstrate an understanding of the elements and classification of crimes.
7. The student will demonstrate an understanding of crimes against children.
8. The student will demonstrate an understanding of robbery, burglary, larceny and motor vehicle theft.
9. The student will demonstrate an understanding of the classification of fires and its elements.
10. The student will demonstrate an understanding of computer crime and its effects on the economy.
11. The student will demonstrate an understanding of drug related crimes.
12. The student will demonstrate an understanding of the threat of gangs and the extent they have on crime data.
13. The student will demonstrate an understanding as well as the purpose of the Department of Homeland Security.
14. The student will demonstrate an understanding and a perspective on terrorism.
15. The student will demonstrate an understanding of the causes of terrorism.
16. The student will demonstrate an understanding of State Terrorism as it relates to Foreign and Domestic Policy.
17. The student will demonstrate an understanding of religious terrorism and its primary and secondary motives.
18. The student will demonstrate an understanding of International Terrorism.
19. The student will demonstrate an understanding of terrorist tactics and targets.
20. The students will demonstrate an understanding of terrorism and the effects of the media.

21. The student will demonstrate an understanding of homegrown terrorism.
22. The student will demonstrate an understanding of the future of terrorism and its challenges.
23. The student will demonstrate an understanding of a career as a Public Communications Officer.
24. The student will demonstrate an understanding for Interpersonal Communication skills.
25. The student will demonstrate an understanding of communication techniques and call processing.
26. The student will demonstrate an understanding of 9-1-1 terminology and call routing.
27. The student will demonstrate an understanding of Telematics terminology.
28. The student will demonstrate an understanding of Computer Aided Dispatch.
29. The student will demonstrate an understanding of Law Enforcement, Fire and EMS call procedures.
30. The student will demonstrate an understanding of radio technology and call classifications.
31. The student will demonstrate an understanding of the National Incident Command System.
32. The student will demonstrate an understanding of the liability issues as associated with the role of a Public Communications Officer.
33. The student will demonstrate an understanding of Geodesy and all its components.

### **IX. Textbook/Instructional Materials Evaluation Form**

Title: Criminal Investigations

Subject: Criminal Justice/Public Safety IV

Publisher: Delmar Cengage Learning

Date of Publication: 2010

Intended Grade(s) 12th

Evaluator Robert F. Nutile

	Excellent	Acceptable	Unacceptable	Not Acceptable
<b>I. General Characteristics</b>				
A. Current publication date.	X			
B. Attractive appearance enriched with up-to-date illustrations.	X			
C. Written in clear, concise form.	X			
D. Reasonable cost.	X			
<b>II. Physical and Mechanical Features, Illustrations</b>				
A. Appropriate for information, interest & grade level.	X			
B. Tables, graphs, and charts.	X			
<b>III. Philosophy</b>				
A. Acceptable.	X			
B. Promotes a positive self-image for all social groups, and individuals depicted.	X			
C. Depicts all types of social groups, including minorities, in many different settings.	X			
D. Treats controversial issues factually and in scholarly manner.	X			
E. Stresses equal rights and responsibilities for all.	X			
F. When appropriate, supports values such as honesty, responsibility, and respect.	X			
G. Uses current learning principles and psychological developments.	X			

<b>IV. Organization of Material</b>				
A. Organizes material clearly and logically.	X			
B. Provides continuity throughout.	X			
C. Provides for individual differences in learners.	X			
<b>V. Objectives</b>				
A. States general objectives of the textbook (in teacher's edition).	X			
B. States specific objectives of the textbook (in teacher's edition).	X			
C. Problems, exercises, and tests directly or indirectly develop the main objectives.	X			
<b>VI. Subject-Matter Content</b>				
A. Fulfills most objectives of the course.	X			
B. Contains current material.	X			
C. Presents material correctly and truthfully.	X			
D. Presents historical facts accurately.	X			
E. Develops and presents material in an interesting manner.	X			
F. States main ideas and expands on them.	X			
G. Provides sufficient coverage of the subject.	X			
H. Uses proper terminology.	X			
I. Defines terms accurately.	X			
J. Interest level suitable for grade level.	X			
K. Adequately presents concepts and skills.	X			
L. Provides for individual differences.	X			

<b>VII. Readability</b>				
A. Most of material estimated to be at or near the appropriate grade level. (Grade level = 10)	X			
B. Vocabulary appropriate for grade level.	X			
<b>VIII. Teaching Aids and Supplementary Material</b>				
A. Each lesson, chapter, unit or other subdivision, includes appropriate activities, exercises or drills.	X			
B. Includes necessary aids such as workbooks, materials and teacher's guide.	X			

**DATE:** \_\_\_\_\_

**SIGNATURE OF EVALUATOR(S):** \_\_\_\_\_

**SIGNATURE OF SUPERVISOR** \_\_\_\_\_

**COMMENTS ( Optional ):**

\_\_\_\_\_

\_\_\_\_\_



Title: Understanding Terrorism

Subject: Criminal Justice/Public Safety IV

Publisher: Sage Publications

Date of Publication: 2010

Intended Grade(s) 12th

Evaluator Robert F. Nutile

	Excellent	Acceptable	Unacceptable	Not Acceptable
<b>IX. General Characteristics</b>				
B. Current publication date.	X			
B. Attractive appearance enriched with up-to-date illustrations.	X			
C. Written in clear, concise form.	X			
D. Reasonable cost.	X			
<b>X. Physical and Mechanical Features, Illustrations</b>				
C. Appropriate for information, interest & grade level.	X			
D. Tables, graphs, and charts.	X			
<b>XI. Philosophy</b>				
H. Acceptable.	X			
I. Promotes a positive self-image for all social groups, and individuals depicted.	X			
J. Depicts all types of social groups, including minorities, in many different settings.	X			
K. Treats controversial issues factually and in scholarly manner.	X			
L. Stresses equal rights and responsibilities for all.	X			
M. When appropriate, supports values such as honesty, responsibility, and respect.	X			
N. Uses current learning principles and psychological developments.	X			
<b>XII. Organization of Material</b>				

D. Organizes material clearly and logically.	X			
E. Provides continuity throughout.	X			
F. Provides for individual differences in learners.	X			
<b>XIII. Objectives</b>				
D. States general objectives of the textbook (in teacher's edition).	X			
E. States specific objectives of the textbook (in teacher's edition).	X			
F. Problems, exercises, and tests directly or indirectly develop the main objectives.	X			
<b>XIV. Subject-Matter Content</b>				
M. Fulfills most objectives of the course.	X			
N. Contains current material.	X			
O. Presents material correctly and truthfully.	X			
P. Presents historical facts accurately.	X			
Q. Develops and presents material in an interesting manner.	X			
R. States main ideas and expands on them.	X			
S. Provides sufficient coverage of the subject.	X			
T. Uses proper terminology.	X			
U. Defines terms accurately.	X			
V. Interest level suitable for grade level.	X			
W. Adequately presents concepts and skills.	X			
X. Provides for individual differences.	X			
<b>XV. Readability</b>				

C. Most of material estimated to be at or near the appropriate grade level. (Grade level = 10)	X			
D. Vocabulary appropriate for grade level.	X			
<b>XVI. Teaching Aids and Supplementary Material</b>				
C. Each lesson, chapter, unit or other subdivision, includes appropriate activities, exercises or drills.	X			
D. Includes necessary aids such as workbooks, materials and teacher's guide.	X			

**DATE:** \_\_\_\_\_

**SIGNATURE OF EVALUATOR(S):** \_\_\_\_\_

**SIGNATURE OF SUPERVISOR** \_\_\_\_\_

**COMMENTS ( *Optional* ):**

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**X. Affirmative Action Checklist for Textbook Adoption**

**Affirmative Action Checklist for Textbook Adoption**

Title: Criminal Investigation

Subject: Criminal Justice/Public Safety IV

Publisher: Delmar Cengage Learning

Date of Publication: 2010

Intended Grade(s) 12th

Evaluator Robert F. Nutile

<b><u>ILLUSTRATIONS</u></b>	Yes	No
Do the illustrations promote positive images that students can identify with regardless of gender, race or ethnicity?	X	
Do the illustrations portray women, minorities and the handicapped as active, contributing members of society?	X	
Are males and females presented in non-stereo-typed activities and roles?	X	
Are the illustrations free of bias and stereotyping?	X	
<b><u>TEXTUAL CONTENT</u></b>		
Is there adequate coverage of the contributions of minorities, women and the handicapped where appropriate?	X	
Is all content on matters of race, gender, religion and ethnicity factual?	X	
Is the language free of sexual, cultural and racial bias?	X	
Does the material provide for diversity in career models that appeal to all students regardless of gender, race or ethnicity?	X	
Do the authors included in an anthology represent a cross section of minorities, males and females?	X	
Is the textbook acceptable in content and compatible with the curriculum?	X	
Is the textbook recommended for adoption?	X	

**Signature of Evaluator** \_\_\_\_\_

**Date of Evaluation** \_\_\_\_\_

**Comments (optional)** \_\_\_\_\_

\_\_\_\_\_

**Affirmative Action Checklist for Textbook Adoption**

Title: Understanding Terrorism

Subject: Criminal Justice/Public Safety IV

Publisher: Sage Publications

Date of Publication: 2010

Intended Grade(s) 12th

Evaluator Robert F. Nutile

<b><u>ILLUSTRATIONS</u></b>	Yes	No
Do the illustrations promote positive images that students can identify with regardless of gender, race or ethnicity?	X	
Do the illustrations portray women, minorities and the handicapped as active, contributing members of society?	X	
Are males and females presented in non-stereo-typed activities and roles?	X	
Are the illustrations free of bias and stereotyping?	X	
<b><u>TEXTUAL CONTENT</u></b>		
Is there adequate coverage of the contributions of minorities, women and the handicapped where appropriate?	X	
Is all content on matters of race, gender, religion and ethnicity factual?	X	
Is the language free of sexual, cultural and racial bias?	X	
Does the material provide for diversity in career models that appeal to all students regardless of gender, race or ethnicity?	X	
Do the authors included in an anthology represent a cross section of minorities, males and females?	X	
Is the textbook acceptable in content and compatible with the curriculum?	X	
Is the textbook recommended for adoption?	X	

**Signature of Evaluator** \_\_\_\_\_

**Date of Evaluation** \_\_\_\_\_

**Comments (optional)** \_\_\_\_\_

\_\_\_\_\_