

# Perris Union High School District Course of Study

## A. COURSE INFORMATION

<p><b>Course Title:</b>  <div style="border: 1px solid black; padding: 2px; margin-bottom: 5px;">RCOE Exploring the US Criminal Justice System</div> <input type="checkbox"/> New  <input checked="" type="checkbox"/> Revised</p>	<p><b>Subject Area:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Social Science</li> <li><input type="checkbox"/> English</li> <li><input type="checkbox"/> Mathematics</li> <li><input type="checkbox"/> Laboratory Science</li> <li><input type="checkbox"/> World Languages</li> <li><input type="checkbox"/> Visual or Performing Arts</li> <li><input checked="" type="checkbox"/> College Prep Elective</li> <li><input type="checkbox"/> Other</li> </ul>	<p><b>Grade Level</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> MS</li> <li><input type="checkbox"/> HS</li> <li><input type="checkbox"/> 5</li> <li><input type="checkbox"/> 6</li> <li><input type="checkbox"/> 7</li> <li><input type="checkbox"/> 8</li> <li><input type="checkbox"/> 9</li> <li><input type="checkbox"/> 10</li> <li><input checked="" type="checkbox"/> 11</li> <li><input checked="" type="checkbox"/> 12</li> </ul>		
<p><b>If revised previous course name if changed</b>  <div style="border: 1px solid black; padding: 2px; margin-top: 5px;">CTE Exploring Criminal Justice</div></p>	<p>Is this classified as a Career Technical Education course?  <input checked="" type="checkbox"/> Yes  <input type="checkbox"/> No</p> <p><b><u>PATHWAY: Public Safety CAPSTONE</u></b></p>			
<p><b>Transcript Course Code/Number:</b>  <div style="border: 1px solid black; padding: 2px; margin-top: 5px;">108341/108342</div>                  (To be assigned by Educational Services)</p>	<p><b>Credentials Required to teach this course:</b>  <div style="border: 1px solid black; padding: 5px; margin-top: 5px;">Designated Subject: CTE: Public Services</div>  <u>To be completed by Human Resources only.</u></p>			
<p><b>Required for Graduation:</b>  <input type="checkbox"/> Yes  <input checked="" type="checkbox"/> No</p>	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 60%; padding: 2px;">                     DocuSigned by:                        DOFF6000 Signature                 </td> <td style="width: 40%; padding: 2px; text-align: center;">                     3/12/2021                      Date                 </td> </tr> </table>		DocuSigned by:  DOFF6000 Signature	3/12/2021 Date
DocuSigned by:  DOFF6000 Signature	3/12/2021 Date			
<p><b>Meets UC/CSU Requirements?</b>  <input checked="" type="checkbox"/> Yes  <input type="checkbox"/> No</p> <p><b>Was this course <u>previously approved by UC for PUHSD?</u></b>  <input checked="" type="checkbox"/> Yes  <input type="checkbox"/> No                  (Will be verified by Ed Services)</p>	<p><b>Meets "Honors" Requirements?</b>  <input type="checkbox"/> Yes  <input checked="" type="checkbox"/> No</p>			
<p><b>Meets "AP" Requirements?</b>  <input type="checkbox"/> Yes  <input checked="" type="checkbox"/> No</p>	<p><b>Unit Value/Length of Course:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> 0.5 (half year or semester equivalent)</li> <li><input checked="" type="checkbox"/> 1.0 (one year equivalent)</li> <li><input type="checkbox"/> 2.0 (two year equivalent)</li> <li><input type="checkbox"/> Other:</li> </ul>			
<p><b>Submitted by: Dian Martin</b>  <b>Site: Educational Services</b>  <b>Date: 03/02/2021</b></p>				
<p><b>Approvals</b></p>	<p><b>Name/Signature</b></p>	<p><b>Date</b></p>		
<p>Director of Curriculum &amp; Instruction</p>		<p>3/16/21</p>		
<p>Asst. Superintendent of Educational Services</p>		<p>3/17/21</p>		
<p>Governing Board</p>				

Riverside County Office of Education – Career Technical Education

RCOE EXPLORING THE U.S. CRIMINAL JUSTICE SYSTEM (ROP)

**DATE:**

**INDUSTRY SECTOR:** Public Services Sector

**PATHWAY:** Public Safety

**CALPADS TITLE:** Advanced Public Safety (Capstone)

**CALPADS CODE:** 8412

**HOURS:**

Total	Classroom	Laboratory/CC/CVE
180	90	90

JOB TITLE	O*NET CODE	JOB TITLE	O*NET CODE
Fire Investigators	33-2021.02	Bailiffs	33-3011.00
Social Workers, All Other	21-1029.00	Judicial Law Clerks	23-1012.00

**COURSE DESCRIPTION:**

Exploring the Criminal Justice System is the study of the American legal and justice system. Emphasis is placed on the court system and how it relates to the criminal justice system. The United States Constitution, Bill of Rights, and landmark Supreme Court decisions are studied and critiqued in depth. The legislative (lawmaking) process will be studied and analyzed. Students will distinguish how laws are carried out and how the American criminal justice system functions on the federal, state and local levels. Students will explore the history of our federal and state courts, civil and criminal law, and its impact on police and corrections. Through research, students will discover how the criminal justice system has evolved to meet the changing needs of our modern society.

Exploring the Criminal Justice System is designed as a senior elective for students in a Public Services pathway who are interested in a political science college major, post-secondary legal or criminal justice studies; or would like the opportunity to take an in-depth look at US government from a unique perspective. Students will come to appreciate how the United States Constitution and Bill of Rights have impacted the criminal justice system, and how landmark Supreme Court decisions have influenced changes in that system. By the end of the course, students will have a deeper understanding of law enforcement policies and procedures, and be able to trace the evolution of our criminal justice system from its roots in the Constitution to its current structure and system resulting from the influence of various landmark court decisions.

**A-G APPROVAL:** G

**ARTICULATION:**

College	Course Code
Mount San Jacinto College	AJ 111 Criminal Procedures

**DUAL ENROLLMENT:** None

**PREREQUISITES:**

Prerequisite
Introduction to Law Enforcement (Recommended)

Forensic Science/Crime Scene Investigation (Recommended)
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US Government (Co-requisite - Recommended)
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## METHODS OF INSTRUCTION

- Direct instruction
- Group and individual applied projects
- Multimedia
- Demonstration
- Field trips
- Guest speakers

## STUDENT EVALUATION:

- Student projects
- Written work
- Exams
- Observation record of student performance
- Completion of assignment

## INDUSTRY CERTIFICATION:

- no

## RECOMMENDED TEXTS:

- Exploring Criminal Justice: The Essentials Robert M. Regolo, John D. Hewitt, Marie-Helen Maras Jones & Bartlett Learning 2nd
- American Courts Daniel John Meador, Gregory Mitchell West Academic Publishing 3rd

## PROGRAM OF STUDY

Grade	Fall	Spring	Year	Course Type	Course Name
9, 10, 11, 12			• •	Introductory	RCOE Law Enforcement Principles and Practices
10, 11, 12			• •	Concentrator	RCOE Forensics and Crime Scene Investigation
11, 12			• •	Capstone	RCOE Exploring the U.S. Criminal Justice System (ROP)

I.	UNIT 1: ORIGINS OF THE LAW AND U.S. CONSTITUTIONAL AMENDMENTS	CR	Lab/ CC	Standards
	<p>Students will compare and contrast the roots of English and American law, creating a timeline illustrating major historical events and developments of both systems. Students will research the various types of law (Constitutional, Statutory, and Case) and report on their purposes. Students will evaluate Sir Robert Peels' "Nine Principles of Policing" as they relate to current day issues in society. Students will define the purpose of various laws through a Socratic Seminar and determine if old laws are relevant in today's society.</p> <p>Students research and examine the Bill of Rights, with a special focus on the First, Fourth, Fifth, Sixth, Eighth, and Fourteenth Amendments of the U.S. Constitution. Students will use close reading assignments to examine the United States Constitution, including its philosophical underpinnings and structure.</p> <p><b>Assessments for Unit 1</b></p> <p><b>Assessment #1:</b> An assessment will be conducted through peer evaluation using a scoring rubric. The rubric will evaluate content completeness, relevance, and team participation. The value of this assessment will measure the depth of knowledge of historical events as well as developments in the criminal justice system.</p> <p><b>Assessment #2:</b> Students will be evaluated on their ability to fully understand the concept and necessity of the amendments in our current legal environment as they relate to personal rights. A police officer or attorney guest speaker will be asked to come into class and evaluate the videos along with the students. After a professional evaluation, the students will be tasked with making a new video recognizing the importance of the amendment they previously highlighted.</p> <p><b>Instructional Methods/Strategies – Unit 1</b></p> <ul style="list-style-type: none"> <li>• Peer evaluation - helps students understand and interpret on their own level.</li> <li>• Guest speakers/advisors - outside current relevance and perspective.</li> <li>• Internet research - use of technology in investigational practices.</li> <li>• Textbook research - draw evidence from the informational text.</li> <li>• Media production (video) - ability to demonstrate in a visual capacity.</li> </ul> <p><b>Key Assignments – Unit 1</b></p> <ul style="list-style-type: none"> <li>• Assignment 1: Through research, students will analyze the Bill of Rights and will prepare an essay highlighting the personal rights guaranteed in each of the respective amendments.</li> <li>• Assignment 2: Through internet research, students will compare and contrast the current hiring standards between male and female applicants entering into the law enforcement industry. They are to conduct the research on two large police agencies. Students will need to be able to determine if constitutional law or case law might be a factor in hiring based on gender.</li> </ul>	20	20	<p><b>Academic:</b> LS: 11-12.1</p> <p><b>CTE Anchor:</b> Communications: 2.1</p> <p><b>CTE Pathway:</b> C1.1</p>
II.	UNIT 2: THE EFFECTS AND OUTCOMES OF LANDMARK COURT CASES	CR	Lab/ CC	Standards
	<p>This unit will require students to research and analyze landmark case decisions affecting the criminal justice system. Case studies can take many forms: legal cases based on written opinions of courts; hypothetical situations involving some conflict or dilemma; and real-life situations drawn from newspapers, magazines, books, or other sources. Students will also discuss case law, how it is made, it's component parts, and how to use cases to resolve a legal problem. Students will be required to prepare a case brief on a landmark case.</p> <p><b>Key Assignments:</b></p> <p><b>Assignment 1:</b> Students will prepare a poster illustrating the definition of case law, how case law is made, identifying component parts of case law, and how to use cases to resolve a legal problem.</p>	20	20	<p><b>Academic:</b> LS: 11-12.1</p> <p><b>CTE Anchor:</b> Communications: 2.1</p> <p><b>CTE Pathway:</b> C1.1</p>

	<p><b>Assessment:</b> Posters will be placed around the classroom and students will be tasked with walking around the room reviewing and critiquing the posters using a comment sticker on each poster. The instructor will lead a discussion using the comments and critiques.</p> <p><b>Assignment 2:</b> Using internet resources students will analyze 6 highlighted landmark cases and prepare a briefcase summary of each case using the IRAC Model as follows:</p> <ul style="list-style-type: none"> <li>• I - Issue</li> <li>• R - Rule</li> <li>• A - Application</li> <li>• C - Conclusion</li> </ul> <p>The conclusion shall include the case decision's cause and effects on law enforcement personnel and how an officer performs their jobs based on the landmark case.</p> <ul style="list-style-type: none"> <li>• Miranda V. Arizona</li> <li>• Mapp V. Ohio</li> <li>• Weeks V. United States</li> <li>• Terry V. Ohio</li> <li>• Illinois V. Gates</li> <li>• United States V. Ross</li> </ul> <p><b>Assessment:</b> Instructor will evaluate written work via a pre-determined rubric.</p> <p><b>Assignment 3:</b> Students will be required to investigate, research, and construct a case brief on a landmark case which was not discussed in class. The case brief will include the following:</p> <ul style="list-style-type: none"> <li>• A description of the facts.</li> <li>• A statement of the issue or problem posed by the case.</li> <li>• A reference to the arguments or various positions that can be taken on the issue.</li> <li>• A decision or a result on the issue presented.</li> <li>• An explanation of the reasoning behind the decision.</li> </ul> <p>This brief will be presented to the class in the form of a PowerPoint presentation to teach peers about their specific case.</p> <p><b>Assessment:</b> Peer evaluation on the powerpoint presentation via a pre-determined rubric guide.</p> <p><b>Instructional Methods/Strategies:</b></p> <ul style="list-style-type: none"> <li>• Peer evaluation - helps students understand and interpret on their own level.</li> <li>• Internet research - use of technology in investigational practices.</li> <li>• Textbook research - draw evidence from the informational text.</li> <li>• Media production (.ppt) - ability to demonstrate in a visual capacity.</li> </ul>			
III.	<b>UNIT 3: THE COURTS</b>	CR	Lab/ CC	Standards
	<p>Students will define a variety of terms associated with litigation and trial practice. Students will be able to understand the procedural steps in jury and nonjury trials from pretrial through the appeal. Students will understand the role of a jury in a criminal case versus a civil case in state court proceedings. Students will examine the importance of the jury in relation to fairness and due process. Students will participate in a mock trial and evaluate the effectiveness of the process while learning the relevance and roles of judge, bailiff, court clerk, prosecutor, and the defense attorney.</p> <p><b>Key Assignments</b></p> <p>There are two key assignments in this unit. The first key assignment relates to how juries are selected and their importance in a case. The second key assignment is a mock trial highlighting each position in the courtroom and how it relates to the trial.</p>	20	20	<p><b>Academic:</b> LS: 11-12.1</p> <p><b>CTE Anchor:</b> Communications: 2.1</p> <p><b>CTE Pathway:</b> C1.1</p>

**Jury Selection Assignment:** After discussion on how a person can qualify to become a juror, students will be given an opportunity to choose their own jury from a panel of potential jurors. The case, victim, and defendant will be described prior to the students hearing the profiles of the potential jurors. Students will be broken up into groups of four. Two students will be chosen as the prosecution and the other two will be defense attorneys. The groups will be shown photos and profiles of 16 potential jurors for a street robbery case. The students must take notes and rate the jurors based their profiles. After all profiles have been presented, the two teams will go back and forth choosing jurors based on how they feel they will see their case. Each side may strike two jurors the other side chooses until 12 jurors are "sitting" for the case. After the panel is set, the instructor will give points for each potential juror based on their potential biases. For example, juror number one, who is an elderly female, may relate more to the victim who is also elderly and therefore the prosecution will earn more points for getting juror one on the panel as opposed to the defense who will earn less for having juror one selected. This assignment is a competitive learning activity in which the students want to earn more points than the other side in order to "win" the case.

**Assessment:** Competitive learning activities requiring scoring and discussion regarding the outcome of the jury selection process.

**Mock Trial Assignment:** After discussion and research on the courts as well as how a case is tried, the students will participate in a mock homicide trial. Students will be chosen to play the role or part of a judge, bailiff, court clerk, prosecuting attorney, and defense attorney. A defendant will be chosen and may or may not testify depending on what the defense attorney decides. Other students will be given the role of investigation police officer, crime scene expert, sergeant, pathologist, or witness. A jury of twelve will be chosen and will decide if the defendant is guilty beyond a reasonable doubt or not guilty. The prosecution will be tasked with presenting the evidence to prove the elements of a homicide are present and the defendant is responsible. The case is set up so that either side can win depending on the evidence presented or the doubt provided by the defense.

**Assessment:** Role playing and evaluating both the jury system as well as the court system. Students will visually understand and practice the roles and strategies needed to "win" a court case. Each student will write an assessment or self-evaluation of how they felt the case was handled and whether or not they agreed with the verdict. Students will also self-evaluate the role they played in the trial.

**Assignment 3:** Students will be split up into 6 distinct timeline periods and tasked with making a flow chart or timeline poster formulating the key changes, events, and figures that shaped that period. The assigned periods are as follows:

- 100-1500 (Alfred the Great, Frank Pledge, tithing system)
- 1600-1700 (Early American policing, Rattle watchmen, Bow Street Runners)
- 1800's (Watch and Ward, the formation of departments, Sir Robert Peel)
- 1900-1960's (prohibition, gangster era)
- 1960-1970's (race riots, civil riots)
- 1980's to the current date (technology changes, diversity in hiring, community-oriented policing)

**Assignment 4:** Students will create a 2-3 minute video depicting what would happen if we did not have a particular amendment in the Bill of Rights. For example, a group assigned to the 4th amendment would be required to make a video explaining how a law enforcement officer might treat a pedestrian stop in regards to search and seizure if the amendment did not exist.

- The amendments groups consist of the following amendments:
  - 4th - Search and seizure
  - 5th - Right to remain silent, and double jeopardy
  - 6th - Speedy fair trial with a lawyer
  - 8th - Fair bail and punishment
- After each video has been viewed, a debate over the consequences

	<p>will be discussed.</p> <p><b>Instructional Methods/Strategies</b></p> <ul style="list-style-type: none"> <li>• Role Play</li> <li>• Self-Evaluation</li> </ul>			
<b>IV.</b>	<b>UNIT 4: BRANCHES OF THE CRIMINAL JUSTICE SYSTEM</b>	<b>CR</b>	<b>Lab/ CC</b>	<b>Standards</b>
	<p>Through reading and discussions on the different levels of the state and federal courts, students will research and analyze the different branches of the criminal justice system. Students will demonstrate an understanding of the information provided. Students will describe court levels, federal, state and local levels. Using the resources, students compare the court levels, using a flow chart of the hierarchies (power of authority) of the court structure. Students will identify the components of each level and as well as the court officers and the role they play.</p> <p><b>Key Assignments</b></p> <p><b>Assignment 1:</b></p> <p>Students will explore the court procedures by sitting in on an arraignment, preliminary hearing and/or a trial. Through this exploration process, students will sketch and illustrate the court's design, compile court proceedings (what case is about), and explain the position of each person who took part in the hearing.</p> <p><b>Assignment 2:</b></p> <p>Students will evaluate the proceedings, document the proceedings, and propose to the class what was discovered without disclosing the type of hearing student attended. Students will interpret to the class their outcome of the court proceeding. Using their sketch and illustration, students will present their findings to the class demonstrating their knowledge using technical law terms. During this presentation, the class will create questions for the student who completed the court exploration process.</p> <p><b>Assessments:</b></p> <p>Peer review - The class will critique the student's presentation by formulating at least 2 questions to be asked of the presenter. Additionally, peers will determine what stage of the trial is taking place based on their observations. An example would be for the student to determine whether the stage of the trial is the arrangement or a jury trial.</p>	20	20	<p><b>Academic:</b> LS: 11-12.1</p> <p><b>CTE Anchor:</b> Communications: 2.1</p> <p><b>CTE Pathway:</b> C1.1</p>
<b>V.</b>	<b>UNIT 5: SOCIAL RESPONSIBILITIES</b>	<b>CR</b>	<b>Lab/ CC</b>	<b>Standards</b>
	<p>Through reading, analyzing, and discussion, students will be able to exhibit an understanding of the concepts of equal access to justice. Students will be able to compare and identify ethical and non-ethical standards expected of the criminal justice system. Students will be able to critique and evaluate the historical issues of gender equality faced within the criminal justice system.</p> <p>Students will be able to identify how the criminal justice system has evolved to meet the changing needs of our modern society.</p> <p><b>Assignment 1:</b> Internet research - Use of Technology, investigation.</p> <p><b>Assignment 2:</b> Group share - Working in small groups.</p> <p><b>Instructional Methods/Strategies:</b></p> <ul style="list-style-type: none"> <li>• Role Play</li> <li>• Self-Evaluation</li> <li>• Peer evaluation - helps students understand and interpret on their own level.</li> <li>• Guest speakers' advisors - outside current relevance and perspective.</li> <li>• Internet research - use of technology in investigational practices.</li> <li>• Textbook research - draw evidence from the informational text.</li> <li>• Media production (video) - ability to demonstrate in a visual capacity.</li> </ul>	10	10	<p><b>Academic:</b> LS: 11-12.1</p> <p><b>CTE Anchor:</b> Communications: 2.1</p> <p><b>CTE Pathway:</b> C1.1</p>



VI.	COURSE NOTES:	CR	Lab/ GC	Standards
	<p><b>Course Notes:</b> Completed by ASG</p> <p><b>3/26/19 – Added to CTE shared drive – John Bruestle</b></p> <p>2/11/20 – Program of study and course type changed to align with Murrieta and Perris USD's pathways.</p>	0	0	<p><b>Academic:</b> LS: 11-12.1</p> <p><b>CTE Anchor:</b> Communications: 2.1</p> <p><b>CTE Pathway:</b> C1.1</p>

**Entered by:**

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