

# Course Outline

Public Services

REVISED: August/2017

**Job Title:**  
Police Officer

**78-85-80**

**Career Pathway:**  
Public Safety

## Police Science

**Industry Sector:**  
Public Services

**Credits:** 5

**Hours:** 90

**O\*NET-SOC CODE:**  
33-3051.00

### Course Description:

This competency-based course is designed as a comprehensive introduction to law enforcement and criminal justice. This course describes the necessary skills to become a police officer. The general concepts of law enforcement are presented: laws of arrest, search and seizure, constitutional rights, history of law enforcement, and a working knowledge of the duties of a police officer. The competencies in this course are aligned with the California High School Academic Content Standards and the California Career Technical Education Model Curriculum Standards.

**CBEDS Title:**  
Law Enforcement

### Prerequisites:

Enrollment requires basic reading and math skills.

**CBEDS No.:**  
5847

**NOTE:** For Perkins purposes this course has been designated as a **capstone** course.

This course **cannot** be repeated once a student receives a Certificate of Completion.



## **COURSE OUTLINE COMPETENCY-BASED COMPONENTS**

A course outline reflects the essential intent and content of the course described. Acceptable course outlines have six components. (Education Code Section 52506). Course outlines for all apportionment classes, including those in jails, state hospitals, and convalescent hospitals, contain the six required elements:

(EC 52504; 5CCR 10508 [b]; Adult Education Handbook for California [1977], Section 100)

### **COURSE OUTLINE COMPONENTS**

### **LOCATION**

#### **GOALS AND PURPOSES**

Cover

The educational goals or purposes of every course are clearly stated and the class periods are devoted to instruction. The course should be broad enough in scope and should have sufficient educational worth to justify the expenditure of public funds.

The goals and purpose of a course are stated in the COURSE DESCRIPTION. Course descriptions state the major emphasis and content of a course, and are written to be understandable by a prospective student.

#### **PERFORMANCE OBJECTIVES OR COMPETENCIES**

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Objectives should be delineated and described in terms of measurable results for the student and include the possible ways in which the objectives contribute to the student's acquisition of skills and competencies.

Performance Objectives are sequentially listed in the COMPETENCY-BASED COMPONENTS section of the course outline. Competency Areas are units of instruction based on related competencies. Competency Statements are competency area goals that together define the framework and purpose of a course. Competencies fall on a continuum between goals and performance objectives and denote the outcome of instruction.

Competency-based instruction tells a student before instruction what skills or knowledge they will demonstrate after instruction. Competency-based education provides instruction which enables each student to attain individual goals as measured against pre-stated standards.

Competency-based instruction provides immediate and continual repetition and In competency-based education the curriculum, instruction, and assessment share common characteristics based on clearly stated competencies. Curriculum, instruction and assessment in competency-based education are: explicit, known, agreed upon, integrated, performance oriented, and adaptive.

**COURSE OUTLINE COMPETENCY-BASED COMPONENTS**  
**(continued)**

**COURSE OUTLINE COMPONENTS**

**LOCATION**

**INSTRUCTIONAL STRATEGIES**

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Instructional techniques or methods could include laboratory techniques, lecture method, small-group discussion, grouping plans, and other strategies used in the classroom.

Instructional strategies for this course are listed in the TEACHING STRATEGIES AND EVALUATION section of the course outline. Instructional strategies and activities for a course should be selected so that the overall teaching approach takes into account the instructional standards of a particular program, i.e., English as a Second Language, Programs for Adults with Disabilities.

**UNITS OF STUDY, WITH APPROXIMATE HOURS ALLOTTED FOR EACH UNIT**

Cover

The approximate time devoted to each instructional unit within the course, as well as the total hours for the course, is indicated. The time in class is consistent with the needs of the student, and the length of the class should be that it ensures the student will learn at an optimum level.

pp. 7-18

Units of study, with approximate hours allotted for each unit are listed in the COMPETENCY AREA STATEMENT(S) of the course outline. The total hours of the course, including work-based learning hours (community classroom and cooperative vocational education) is listed on the cover of every CBE course outline. Each Competency Area listed within a CBE outline is assigned hours of instruction per unit.

**EVALUATION PROCEDURES**

pp. 20-21

The evaluation describes measurable evaluation criteria clearly within the reach of the student. The evaluation indicates anticipated improvement in performances as well as anticipated skills and competencies to be achieved.

Evaluation procedures are detailed in the TEACHING STRATEGIES AND EVALUATION section of the course outline. Instructors monitor students' progress on a continuing basis, assessing students on attainment of objectives identified in the course outline through a variety of formal and informal tests (applied performance procedures, observations, and simulations), paper and pencil exams, and standardized tests.

**REPETITION POLICY THAT PREVENTS PERPETUATION OF STUDENT ENROLLMENT**

Cover

After a student has completed all the objectives of the course, he or she should not be allowed to reenroll in the course. There is, therefore, a need for a statement about the conditions for possible repetition of a course to prevent perpetuation of students in a particular program for an indefinite period of time.

## **ACKNOWLEDGMENTS**

Thanks to ALEJANDRA SALCEDO and LUZ GRANADOS for developing and editing this course outline. Acknowledgment is also given to ERICA ROSARIO for designing the original artwork for the course covers.

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# **CALIFORNIA CAREER TECHNICAL EDUCATION MODEL CURRICULUM STANDARDS**

## **Public Services Industry Sector**

### **Knowledge and Performance Anchor Standards**

#### **1.0 Academics**

Analyze and apply appropriate academic standards required for successful industry sector pathway completion leading to postsecondary education and employment. Refer to the Public Services academic alignment matrix for identification of standards.

#### **2.0 Communications**

Acquire and accurately use Public Services sector terminology and protocols at the career and college readiness level for communicating effectively in oral, written, and multimedia formats.

#### **3.0 Career Planning and Management**

Integrate multiple sources of career information from diverse formats to make informed career decisions, solve problems, and manage personal career plans.

#### **4.0 Technology**

Use existing and emerging technology to investigate, research, and produce products and services, including new information, as required in the Public Services sector workplace environment.

#### **5.0 Problem Solving and Critical Thinking**

Conduct short, as well as more sustained, research to create alternative solutions to answer a question or solve a problem unique to the Public Services sector using critical and creative thinking, logical reasoning, analysis, inquiry, and problem-solving techniques.

#### **6.0 Health and Safety**

Demonstrate health and safety procedures, regulations, and personal health practices and determine the meaning of symbols, key terms, and domain-specific words and phrases as related to the Public Services sector workplace environment.

#### **7.0 Responsibility and Flexibility**

Initiate, and participate in, a range of collaborations demonstrating behaviors that reflect personal and professional responsibility, flexibility, and respect in the Public Services sector workplace environment and community settings.

#### **8.0 Ethics and Legal Responsibilities**

Practice professional, ethical, and legal behavior, responding thoughtfully to diverse perspectives and resolving contradictions when possible, consistent with applicable laws, regulations, and organizational norms.

#### **9.0 Leadership and Teamwork**

Work with peers to promote divergent and creative perspectives, effective leadership, group dynamics, team and individual decision making, benefits of workforce diversity, and conflict resolution as practiced in the Cal-HOSA and SkillsUSA career technical student organizations.

#### **10.0 Technical Knowledge and Skills**

Apply essential technical knowledge and skills common to all pathways in the Public Services sector, following procedures when carrying out experiments or performing technical tasks.

#### **11.0 Demonstration and Application**

Demonstrate and apply the knowledge and skills contained in the Public Services anchor standards, pathway standards, and performance indicators in classroom, laboratory and workplace settings, and through the Cal-HOSA and SkillsUSA career technical student organizations.

## ***Public Services Pathway Standards***

### **A. Public Safety Pathway**

The Public Safety pathway prepares students with a broad-based foundational knowledge in careers that involve public safety. The educational foundation will assist students who wish to pursue related professional training at the postsecondary level. Students will gain experience through classroom instruction, hands-on training, and community exercises. The evolving integration of state public safety organizations, their connections with federal and state intelligence and security agencies, interoperability and coordination of effort, and the shared mission to protect the public in a post-9/11 world are areas of emphasis for the pathway. The careers included in this pathway primarily address law enforcement services, homeland and cyber security services, and correctional services.

Sample occupations associated with this pathway:

- ◆ Animal Control Worker
- ◆ Correctional Officer/Probation Officer
- ◆ Law Enforcement Officer
- ◆ Loss Prevention Specialist
- ◆ Military Service

- A1.0 Demonstrate an awareness of the personal, physical, and psychological qualities found in successful public safety job candidates, and recall critical types of decisions and outcomes which determine employability in public safety occupations.
- A2.0 Describe the history, shared mission, and roles of public safety agencies and professionals at the national, state, and local government levels.
- A3.0 Demonstrate an understanding of the appropriate level of nutrition, fitness, and agility required by the public safety career fields.
- A4.0 Employ active listening, concise reporting, and familiarity with professional equipment to communicate effectively.
- A5.0 Understand the laws, ordinances, regulations, and organizational policies that guide public safety career fields.
- A6.0 Know the skills and equipment needed to deal with various types of situations found in public safety occupations (e.g., working with special populations, responding to emergencies, and assisting with incidents).
- A7.0 Demonstrate an understanding of the major elements and career opportunities within the United States Department of Defense (DOD), including the Army, Navy, Marine Corps, Air Force, and Coast Guard.
- A8.0 Demonstrate an understanding of the functions and career opportunities within the U.S. Department of Homeland Security (DHS).
- A9.0 Demonstrate an understanding of the functions of the U.S. Foreign Service.

**CBE**  
**Competency-Based Education**

**COMPETENCY-BASED COMPONENTS**  
**for the Police Science Course**

COMPETENCY AREAS AND STATEMENTS	MINIMAL COMPETENCIES	STANDARDS
<p>A. ORIENTATION AND SAFETY</p> <p>Understand, apply, and evaluate classroom and workplace policies and procedures used in accordance with federal, state, and local safety and environmental regulations.</p> <p>(3 hours)</p>	<ol style="list-style-type: none"> <li>1. Describe the scope and purpose of the course.</li> <li>2. Describe the overall course content as a part of the Linked Learning Initiative.</li> <li>3. Identify classroom and workplace policies and procedures.</li> <li>4. State the importance of prioritizing work.</li> <li>5. List the different occupations in the Public Services Industry Sector which have an impact on the role of Police Officers.</li> <li>6. Describe the role of the California Commission on Peace Officer Standards and Training in the selection and training of police officers.</li> <li>7. Describe the opportunities available for promoting gender equity and the representation of non-traditional populations in the security field.</li> <li>8. Describe opportunities for advancement in law enforcement.</li> <li>9. Explain the purpose of the California Occupational Safety and Health Administration (Cal/OSHA) and its laws governing police officers.</li> <li>10. Describe classroom and workplace first aid and emergency procedures based on the American Red Cross (ARC) standards.</li> <li>11. Describe the impact of Environmental Protection Agency (EPA) legislation on the Public Service Industry Sector practices.</li> <li>12. Explain how each of the following insures a safe workplace:               <ol style="list-style-type: none"> <li>a. employees' rights as they apply to job safety</li> <li>b. employers' obligations as they apply to safety</li> </ol> </li> <li>13. Pass the safety test with 100% accuracy.</li> </ol>	<p><b>Career Ready Practice:</b> 2, 3, 5</p> <p><b>CTE Anchor:</b> Communications: 2.5 Career Planning and Management: 3.4, 3.6 Problem Solving and Critical Thinking: 5.4 Health and Safety: 6.2, 6.6, 6.7 Ethics and Legal Responsibilities: 8.2 Technical Knowledge and Skills: 10.1 Demonstration and Application: 11.1</p> <p><b>CTE Pathway:</b> A1.1, A2.4, A2.5, A4.1, A5.1, A6.10</p>
<p>B. CIVIL RIGHTS AND CIVIL LIBERTIES</p> <p>Understand civil rights and civil liberties.</p>	<ol style="list-style-type: none"> <li>1. Define:           <ol style="list-style-type: none"> <li>a. law</li> <li>b. U.S. Constitution</li> <li>c. Bill of Rights</li> </ol> </li> <li>2. Trace the development of the U.S. legal system.</li> <li>3. List and describe the sources of law in the United States.</li> </ol>	<p><b>Career Ready Practice:</b> 1, 2, 5</p>

COMPETENCY AREAS AND STATEMENTS	MINIMAL COMPETENCIES	STANDARDS
(4 hours)	<ol style="list-style-type: none"> <li>4. Describe the freedoms and rights guaranteed to individuals by the U.S. Constitution and the Bill of Rights.</li> <li>5. Distinguish between civil rights and civil liberties.</li> <li>6. Trace the quest for civil rights and civil liberties since 1940.</li> <li>7. Pass the test on Civil Rights and Civil Liberties with a score of 80% or better.</li> </ol>	<p><b>CTE Anchor:</b>  Academics:  1.0  Communications:  2.5  Problem Solving and Critical Thinking:  5.4  Ethics and Legal Responsibilities:  8.2  Technical Knowledge and Skills:  10.1  Demonstration and Application:  11.1</p> <p><b>CTE Pathway:</b>  A2.5, A4.1, A5.2, A6.10</p>
<p>C. THE COURTS AND THE JUDICIAL PROCESS</p> <p>Understand the evolution of modern law and law enforcement.</p> <p>(5 hours)</p>	<ol style="list-style-type: none"> <li>1. Define: <ol style="list-style-type: none"> <li>a. state court</li> <li>b. federal court</li> <li>c. U.S. Supreme Court</li> <li>d. justice of the U.S. Supreme Court</li> <li>e. judicial</li> <li>f. jurisdiction</li> <li>g. nonjudicial</li> <li>h. trial</li> <li>i. arbitration</li> <li>j. alternative dispute resolution</li> </ol> </li> <li>2. Describe state court systems.</li> <li>3. Describe the federal court system.</li> <li>4. Explain how a justice is chosen for the U.S. Supreme Court.</li> <li>5. Compare federal and state jurisdiction.</li> <li>6. Describe how a case proceeds through trial and the phases of a trial.</li> <li>7. Describe the advantages and disadvantages of arbitration and other nonjudicial methods of alternative dispute resolution.</li> <li>8. Pass the test on the Courts and the Judicial Process with a score of 80% or better.</li> </ol>	<p><b>Career Ready Practice:</b>  1, 2, 5</p> <p><b>CTE Anchor:</b>  Academics:  1.0  Communications:  2.5  Problem Solving and Critical Thinking:  5.4  Technical Knowledge and Skills:  10.1  Demonstration and Application:  11.1</p> <p><b>CTE Pathway:</b>  A2.5, A4.1, A6.10</p>



COMPETENCY AREAS AND STATEMENTS	MINIMAL COMPETENCIES	STANDARDS
<p>D. BRIEF HISTORY OF LAW ENFORCEMENT</p> <p>Understand the evolution of law enforcement.</p> <p>(3 hours)</p>	<ol style="list-style-type: none"> <li>1. Define law enforcement.</li> <li>2. Describe the first 100 years of law enforcement in the United States.</li> <li>3. Trace the evolution of modern law enforcement since 1940.</li> <li>4. Pass the test on Brief History of Law Enforcement with a score of 80% or better.</li> </ol>	<p><b>Career Ready Practice:</b> 1, 2, 5</p> <p><b>CTE Anchor:</b> Academics: 1.0 Communications: 2.5 Problem Solving and Critical Thinking: 5.4 Technical Knowledge and Skills: 10.1 Demonstration and Application: 11.1</p> <p><b>CTE Pathway:</b> A2.5, A4.1, A6.10</p>
<p>E. LAW ENFORCEMENT AGENCIES</p> <p>Understand the scope of the different law enforcement agencies.</p>	<ol style="list-style-type: none"> <li>1. Define law enforcement agency.</li> <li>2. Distinguish between federal and state law enforcement agencies.</li> <li>3. Distinguish between county and local law enforcement agencies.</li> <li>4. Identify the goals of local law enforcement.</li> <li>5. Describe a police department organization.</li> <li>6. Pass the test on Law Enforcement Agencies with a score of 80% or better.</li> </ol>	<p><b>Career Ready Practice:</b> 1, 2, 5</p> <p><b>CTE Anchor:</b> Academics: 1.0 Communications: 2.5 Problem Solving and Critical Thinking: 5.4 Technical Knowledge and Skills: 10.1 Demonstration and Application: 11.1</p>

COMPETENCY AREAS AND STATEMENTS	MINIMAL COMPETENCIES	STANDARDS
(4 hours)		<b>CTE Pathway:</b> A2.5, A4.1, A5.1, A6.10
<b>F. THE COMMUNITY AND THE POLICE</b>  Understand and evaluate the role of the police in the community.	<ol style="list-style-type: none"> <li>1. Define community policing.</li> <li>2. Identify the goals of community policing.</li> <li>3. Describe the expectations the community has of the police.</li> <li>4. Describe the role of the police in crime prevention programs.</li> <li>5. List the opportunities police have to learn from the community.</li> <li>6. Identify examples of positive and negative police-community relations.</li> <li>7. Demonstrate strategies that assist police in maintaining positive relations with the community.</li> <li>8. Pass the test on the Community and the Police with a score of 80% or better.</li> </ol>	<b>Career Ready Practice:</b> 1, 2, 5, 8  <b>CTE Anchor:</b> Communications: 2.5 Problem Solving and Critical Thinking: 5.4 Technical Knowledge and Skills: 10.1 Demonstration and Application: 11.1  <b>CTE Pathway:</b> A2.5, A4.1, A4.2, A4.5, A6.10
<b>G. CRIME VICTIMS</b>  Understand the effects of crime on the victim and apply interviewing techniques.	<ol style="list-style-type: none"> <li>1. Define:               <ol style="list-style-type: none"> <li>a. direct victim of a crime</li> <li>b. indirect victim of a crime</li> </ol> </li> <li>2. Describe the relationship between victim and offender.</li> <li>3. Describe physical and emotional responses a victim can have to a crime.</li> <li>4. Describe the guidelines for interviewing a crime victim.</li> <li>5. Conduct a mock interview of a crime victim.</li> <li>6. Write a three-paragraph report of the results of the interview.</li> <li>7. List victim compensation programs.</li> <li>8. List crime statistics established by the Federal Bureau of Investigation (FBI).</li> <li>9. Pass the test on Crime Victims with a score of 80% or better.</li> </ol>	<b>Career Ready Practice:</b> 1, 2, 5, 8, 12  <b>CTE Anchor:</b> Communications: 2.5 Problem Solving and Critical Thinking: 5.4 Technical Knowledge and Skills: 10.1, 10.2 Demonstration and Application: 11.1

COMPETENCY AREAS AND STATEMENTS	MINIMAL COMPETENCIES	STANDARDS
(4 hours)		<b>CTE Pathway:</b> A2.5, A4.1, A4.2, A6.10
<b>H. CRIMINAL LAW</b>  Understand crime and the elements of a crime.	<ol style="list-style-type: none"> <li>1. Define:               <ol style="list-style-type: none"> <li>a. crime</li> <li>b. criminal law</li> <li>c. civil law</li> <li>d. elements of a crime</li> </ol> </li> <li>2. Compare criminal and civil law.</li> <li>3. Identify the basic elements common to all crimes.</li> <li>4. Describe three classes of crime:               <ol style="list-style-type: none"> <li>a. felony</li> <li>b. misdemeanor</li> <li>c. infraction</li> </ol> </li> <li>5. Define and describe types of property crime.</li> <li>6. List the elements of different types of property crime.</li> <li>7. Define and describe types of crimes against persons.</li> <li>8. List the elements of different types of crimes against persons.</li> <li>9. Pass the test on Criminal Law with a score of 80% or better.</li> </ol>	<b>Career Ready Practice:</b> 1, 2, 5  <b>CTE Anchor:</b> Communications: 2.5 Problem Solving and Critical Thinking: 5.4 Technical Knowledge and Skills: 10.1 Demonstration and Application: 11.1  <b>CTE Pathway:</b> A2.5, A4.1, A6.10
<b>I. POLICE OPERATIONS AND PATROL</b>  Understand police operations and patrol.	<ol style="list-style-type: none"> <li>1. Define:               <ol style="list-style-type: none"> <li>a. ethics</li> <li>b. unethical behavior</li> </ol> </li> <li>2. Identify the duties and responsibilities of the police officer.</li> <li>3. State the <i>Law Enforcement Code of Ethics</i>.</li> <li>4. Describe the results of unethical behavior.</li> <li>5. Describe special assignments for the police officer.</li> <li>6. Identify the types of police patrol.</li> <li>7. Analyze the structure and management of patrol.</li> <li>8. Identify techniques that preserve officer safety while on patrol.</li> <li>9. Describe and demonstrate radio communication techniques.</li> <li>10. Pass the test on Patrol Techniques with a score of 80% or better.</li> </ol>	<b>Career Ready Practice:</b> 1, 2, 5  <b>CTE Anchor:</b> Communications: 2.5 Problem Solving and Critical Thinking: 5.4 Ethics and Legal Responsibilities: 8.2, 8.3 Technical Knowledge and Skills: 10.1 Demonstration and Application: 11.1

COMPETENCY AREAS AND STATEMENTS	MINIMAL COMPETENCIES	STANDARDS
(4 hours)		<b>CTE Pathway:</b> A1.4, A2.1, A2.5, A4.1, A6.10
<p>J. SEARCH, SEIZURE, AND ARREST</p> <p>Understand lawful search, seizure, and arrest.</p>	<ol style="list-style-type: none"> <li>1. Explain the Fourth Amendment to the U.S. Constitution.</li> <li>2. Define probable cause.</li> <li>3. Evaluate sources of probable cause.</li> <li>4. Define:               <ol style="list-style-type: none"> <li>a. lawful search</li> <li>b. reasonable suspicion</li> <li>c. consensual encounter</li> </ol> </li> <li>5. Explain what constitutes lawful searches.</li> <li>6. Explain reasonable suspicion versus consensual encounter.</li> <li>7. Define:               <ol style="list-style-type: none"> <li>a. arrest warrant</li> <li>b. search warrant</li> <li>c. warrantless search</li> </ol> </li> <li>8. Explain the purpose of an arrest warrant.</li> <li>9. Distinguish between search warrants and warrantless searches.</li> <li>10. Define:               <ol style="list-style-type: none"> <li>a. unlawful detention</li> <li>b. false arrest</li> </ol> </li> <li>11. Describe an unlawful detention and false arrest.</li> <li>12. Pass the test on Search, Seizure, and Arrest with a score of 80% or better.</li> </ol>	<p><b>Career Ready Practice:</b> 1, 2, 5</p> <p><b>CTE Anchor:</b>            Communications: 2.5            Problem Solving and Critical Thinking: 5.4            Ethics and Legal Responsibilities: 8.2, 8.3            Technical Knowledge and Skills: 10.1            Demonstration and Application: 11.1</p> <p><b>CTE Pathway:</b> A2.5, A4.1, A5.2, A6.10</p>
<p>K. USE OF FORCE</p> <p>Understand the policies and guidelines in using force.</p>	<ol style="list-style-type: none"> <li>1. State the California Penal Code 835(a) regarding an officer's right to use reasonable and necessary force.</li> <li>2. Explain the use of force options when confronted by hostile suspects.</li> <li>3. Describe the situation that would justify the use of deadly force.</li> <li>4. Explain the use of force reporting procedures.</li> <li>5. Role-play situational examples that would result in necessary force.</li> <li>6. Pass the test on Use of Force with a score of 80% or better.</li> </ol>	<p><b>Career Ready Practice:</b> 1, 2, 5</p> <p><b>CTE Anchor:</b>            Communications: 2.5            Ethics and Legal Responsibilities: 8.2            Technical Knowledge and Skills: 10.1</p>

COMPETENCY AREAS AND STATEMENTS	MINIMAL COMPETENCIES	STANDARDS
(4 hours)		<b>CTE Pathway:</b> A2.5, A4.1, A6.2, A6.10
<p>L. TRAFFIC LAW ENFORCEMENT</p> <p>Understand traffic laws and their enforcement.</p>	<ol style="list-style-type: none"> <li>1. State the responsibilities of the traffic officer.</li> <li>2. Describe traffic law enforcement.</li> <li>3. State sections of the Vehicle Code that identify common traffic violations including: <ol style="list-style-type: none"> <li>a. driving violations</li> <li>b. pedestrian violations</li> </ol> </li> <li>4. Demonstrate hand signals used to control traffic.</li> <li>5. Identify traffic accidents in which the police are called.</li> <li>6. Review police procedures involved with a traffic accident.</li> <li>7. Describe driving that might indicate a driver may be under the influence of alcohol and/or drugs.</li> <li>8. Define and describe the Field Sobriety Test.</li> <li>9. Pass the test on Traffic Law Enforcement with a score of 80% or better.</li> </ol>	<p><b>Career Ready Practice:</b> 1, 2, 5</p> <p><b>CTE Anchor:</b> Communications: 2.5 Problem Solving and Critical Thinking: 5.4 Ethics and Legal Responsibilities: 8.2 Technical Knowledge and Skills: 10.1 Demonstration and Application: 11.1</p> <p><b>CTE Pathway:</b> A2.5, A4.1, A6.10</p>
<p>M. CRIMINALS AND JUVENILE DELINQUENTS</p> <p>Understand the behavior of criminals and juvenile delinquents.</p>	<ol style="list-style-type: none"> <li>1. Define criminal behavior.</li> <li>2. Identify multiple causes of criminal behavior.</li> <li>3. Identify characteristics of people who commit crimes.</li> <li>4. Define: <ol style="list-style-type: none"> <li>a. juvenile delinquency</li> <li>b. at-risk juvenile</li> </ol> </li> <li>5. Identify causes of juvenile delinquency.</li> <li>6. List programs available for parents with at-risk juveniles.</li> <li>7. Pass the test on Criminals and Juvenile Delinquents with a score of 80% or better.</li> </ol>	<p><b>Career Ready Practice:</b> 1, 2, 5</p> <p><b>CTE Anchor:</b> Communications: 2.5 Problem Solving and Critical Thinking: 5.4 Technical Knowledge and Skills: 10.1</p>

COMPETENCY AREAS AND STATEMENTS	MINIMAL COMPETENCIES	STANDARDS
(4 hours)		Demonstration and Application: 11.1  <b>CTE Pathway:</b> A2.5, A4.1, A6.10
<b>N. GANG AWARENESS</b>  Understand strategies for recognizing and policing criminal street gangs.	<ol style="list-style-type: none"> <li>1. Identify the origin of street gangs.</li> <li>2. Identify what constitutes a criminal street gang.</li> <li>3. Describe a gang member.</li> <li>4. Identify graffiti and gang symbols.</li> <li>5. Describe the role of law enforcement in combating street gangs.</li> <li>6. Pass the test on Gang Awareness with a score of 80% or better.</li> </ol>	<b>Career Ready Practice:</b> 1, 2, 5  <b>CTE Anchor:</b> Communications: 2.5 Problem Solving and Critical Thinking: 5.4 Technical Knowledge and Skills: 10.1 Demonstration and Application: 11.1  <b>CTE Pathway:</b> A2.5, A4.1, A6.10
<b>O. CONTROLLED SUBSTANCE AWARENESS</b>  Understand various substances, their effects, and the laws governing them.	<ol style="list-style-type: none"> <li>1. Define controlled substance.</li> <li>2. Describe the impact of drugs on the body.</li> <li>3. Identify the common name(s), symptoms, and physical properties of the following controlled substances:               <ol style="list-style-type: none"> <li>a. stimulants</li> <li>b. hallucinogens</li> <li>c. narcotics</li> <li>d. cannabis</li> <li>e. depressants</li> <li>f. inhalants</li> </ol> </li> <li>4. State the Health and Safety Codes that govern illegal use, sale, and transportation of narcotics.</li> <li>5. Recognize the symptoms of a person who is under the influence of alcohol.</li> <li>6. Pass the test on Controlled Substance Awareness with a score of 80% or better.</li> </ol>	<b>Career Ready Practice:</b> 1, 2, 5  <b>CTE Anchor:</b> Communications: 2.5 Problem Solving and Critical Thinking: 5.4 Ethics and Legal Responsibilities: 8.2

COMPETENCY AREAS AND STATEMENTS	MINIMAL COMPETENCIES	STANDARDS
(4 hours)		Technical Knowledge and Skills: 10.1 Demonstration and Application: 11.1  <b>CTE Pathway:</b> A2.5, A4.1, A6.10
P. ORGANIZED CRIME  Understand the nature and history of organized crime.	<ol style="list-style-type: none"> <li>1. Define organized crime.</li> <li>2. Identify distinctive characteristics of organized crime.</li> <li>3. Give a brief history of organized crime in the United States.</li> <li>4. Describe the role of the police officer in combating organized crime.</li> <li>5. Pass the test on Organized Crime with a score of 80% or better.</li> </ol>	<b>Career Ready Practice:</b> 1, 2, 5  <b>CTE Anchor:</b> Communications: 2.5 Problem Solving and Critical Thinking: 5.4 Technical Knowledge and Skills: 10.1 Demonstration and Application: 11.1  <b>CTE Pathway:</b> A2.5, A4.1, A6.10
Q. INVESTIGATION AND REPORT WRITING  Understand the nature of police investigation and report writing.	<ol style="list-style-type: none"> <li>1. Identify the steps of a preliminary criminal investigation.</li> <li>2. Identify responsibilities of the investigator at the crime scene.</li> <li>3. Describe how to gather crime scene evidence.</li> <li>4. Describe how to gather information.</li> <li>5. Draw a sketch of a mock crime scene.</li> <li>6. List physical evidence from a mock crime.</li> <li>7. Role-play interrogating suspects.</li> <li>8. Role-play interviewing witnesses.</li> <li>9. State grammar guidelines for investigative reports.</li> <li>10. Review the organization of information within a paragraph.</li> <li>11. Review the clear use of language in a report.</li> </ol>	<b>Career Ready Practice:</b> 1, 2, 5  <b>CTE Anchor:</b> Communications: 2.5 Problem Solving and Critical Thinking: 5.4





COMPETENCY AREAS AND STATEMENTS	MINIMAL COMPETENCIES	STANDARDS
(5 hours)	<ol style="list-style-type: none"> <li>6. Describe common exercises in order to increase strength.</li> <li>7. Describe common training injuries.</li> <li>8. Identify the effects of:               <ol style="list-style-type: none"> <li>a. alcohol</li> <li>b. legal and illegal drugs</li> <li>c. tobacco</li> <li>d. caffeine</li> </ol> </li> <li>9. Describe ways to manage stress.</li> <li>10. Write up a five-day exercise plan that includes:               <ol style="list-style-type: none"> <li>a. cardiovascular</li> <li>b. muscular strength</li> <li>c. flexibility</li> <li>d. muscular endurance</li> <li>e. body composition</li> </ol> </li> <li>11. Pass the test on Physical Training with a score of 80% or better.</li> </ol>	<p>Technical Knowledge and Skills: 10.1 Demonstration and Application: 11.1</p> <p><b>CTE Pathway:</b> A1.6, A2.5, A4.1, A6.10</p>
<p>T. WEAPONS OF MASS DESTRUCTION AND TERRORISM AWARENESS</p> <p>Understand the nature of weapons of mass destruction and terrorism strategies.</p> <p>(4 hours)</p>	<ol style="list-style-type: none"> <li>1. Define:               <ol style="list-style-type: none"> <li>a. Terrorism</li> <li>b. Department of Homeland Security</li> <li>c. Weapons of Mass Destruction (WMD)</li> </ol> </li> <li>2. Identify terrorist methods.</li> <li>3. Describe the role of the Department of Homeland Security regarding terrorism.</li> <li>4. Identify the following types of WMDs:               <ol style="list-style-type: none"> <li>a. biological</li> <li>b. nuclear</li> <li>c. chemical</li> </ol> </li> <li>5. Pass a test on Weapons of Mass Destruction and Terrorism awareness with a score of 80% or better.</li> </ol>	<p><b>Career Ready Practice:</b> 1, 2, 5</p> <p><b>CTE Anchor:</b> Communications: 2.5 Problem Solving and Critical Thinking: 5.4 Ethics and Legal Responsibilities: 8.2 Technical Knowledge and Skills: 10.1 Demonstration and Application: 11.1</p> <p><b>CTE Pathway:</b> A2.5, A4.1, A6.10, A8.1, A8.2, , A8.3</p>

COMPETENCY AREAS AND STATEMENTS	MINIMAL COMPETENCIES	STANDARDS
<p>U. EMPLOYABILITY SKILLS</p> <p>Understand job-seeking and job-keeping procedures.</p> <p>(3 hours)</p>	<ol style="list-style-type: none"> <li>1. Summarize employer requirements for the following:               <ol style="list-style-type: none"> <li>a. punctuality</li> <li>b. attendance</li> <li>c. attitude toward work</li> <li>d. quality of work</li> <li>e. teamwork</li> <li>f. timeliness</li> <li>g. communication skills</li> <li>h. computer skills and software applications</li> </ol> </li> <li>2. Identify potential employers through traditional and internet sources.</li> <li>3. Describe the role of electronic social networking in job searches.</li> <li>4. Design sample résumés.</li> <li>5. State the importance of filling out a job application legibly, with accurate and complete information.</li> <li>6. Complete sample job application forms correctly.</li> <li>7. State the importance of enthusiasm on a job.</li> <li>8. State the importance of appropriate appearance on a job.</li> <li>9. State the importance of the continuous upgrading of job skills.</li> <li>10. Identify customer service as a method of building permanent relationships between the organization and the customer.</li> <li>11. Identify the informational materials and resources needed to be successful in an interview.</li> <li>12. Describe and demonstrate appropriate interviewing techniques.</li> <li>13. Describe and demonstrate appropriate follow-up procedures.</li> </ol>	<p><b>Career Ready Practice:</b> 1, 2</p> <p><b>CTE Anchor:</b> Communications: 2.5 Responsibility and Flexibility: 7.7 Technical Knowledge and Skills: 10.1</p> <p><b>CTE Pathway:</b> A1.9, A1.10, A4.1</p>

## ***SUGGESTED INSTRUCTIONAL MATERIALS and OTHER RESOURCES***

### **TEXTBOOKS**

Adams, Thomas F. Police Field Operations, 7<sup>th</sup> Edition. Prentice Hall, 2006.

Caldero, Michael A. and John P. Crank. Police Ethics, 3<sup>rd</sup> Edition. Anderson, 2010.

Lyman, Michael D. The Police: An Introduction, 4<sup>th</sup> Edition. Prentice Hall, April 2009.

Hess, Karen M. and Christine Hess Orthmann. Introduction to Law Enforcement and Criminal Justice, 10<sup>th</sup> Edition. Delmar Cengage Learning, 2011

State of California 2010 Vehicle Code. California Department of Motor Vehicles, 2010

Walker, Jeffrey T., John C. Klotter, and Craig Hemmens. Legal Guide for Police: Constitutional Issues, 9<sup>th</sup> Edition. Anderson, 2010.

### **RESOURCES**

Employer Advisory Board members

CDE Model Curriculum Standards for Public Service

<http://www.cde.ca.gov/ci/ct/sf/documents/pubservices.pdf>

### **COMPETENCY CHECKLIST**

## ***TEACHING STRATEGIES and EVALUATION***

### **METHODS AND PROCEDURES**

- A. Lecture
- B. Group discussion
- C. Class study groups
- D. Role play
- E. Multimedia presentations
  - 1. Films
  - 2. Slides

### **EVALUATION**

SECTION A – Orientation and Safety – Pass the safety test with a score of 100%.

SECTION B – Civil Rights and Civil Liberties – Pass all assignments and exams on civil rights and civil liberties with a minimum score of 80% or higher.

SECTION C – The Courts and the Judicial Process – Pass all assignments and exams on the courts and the judicial process with a minimum score of 80% or higher.

SECTION D – Brief History of Law Enforcement – Pass all assignments and exams on brief history of law enforcement with a minimum score of 80% or higher.

SECTION E – Law Enforcement Agencies – Pass all assignments and exams on law enforcement agencies with a minimum score of 80% or higher.

SECTION F – The Community and the Police – Pass all assignments and exams on the community and the police with a minimum score of 80% or higher.

SECTION G – Crime Victims – Pass all assignments and exams on crime victims with a minimum score of 80% or higher.

SECTION H – Criminal Law – Pass all assignments and exams on criminal law with a minimum score of 80% or higher.

SECTION I – Police Operations and Patrol – Pass all assignments and exams on police operations and patrol with a minimum score of 80% or higher.

SECTION J – Search, Seizure, and Arrest – Pass all assignments and exams on search, seizure, and arrest with a minimum score of 80% or higher.

SECTION K – Use of Force – Pass all assignments and exams on use of force with a minimum score of 80% or higher.

SECTION L – Traffic Law Enforcement – Pass all assignments and exams on traffic law enforcement with a minimum score of 80% or higher.

SECTION M – Criminals and Juvenile Delinquents – Pass all assignments and exams on criminals and juvenile delinquents with a minimum score of 80% or higher.

SECTION N – Gang Awareness – Pass all assignments and exams on gang awareness with a minimum score of 80% or higher.

SECTION O – Controlled Substance Awareness – Pass all assignments and exams on controlled substance awareness with a minimum score of 80% or higher.

SECTION P – Organized Crime – Pass all assignments and exams on organized crime with a minimum score of 80% or higher.

SECTION Q – Investigation and Report Writing – Pass all assignments and exams on investigation and report writing with a minimum score of 80% or higher.

SECTION R – Corrections – Pass all assignments and exams on corrections with a minimum score of 80% or higher.

SECTION S – Physical Training – Pass all assignments and exams on physical training with a minimum score of 80% or higher.

SECTION T – Weapons of Mass Destruction and Terrorism Awareness – Pass all assignments and exams on weapons of mass destruction and terrorism awareness with a minimum score of 80% or higher.

SECTION U – Employability Skills – Pass all assignments and exams on employability skills with a minimum score of 80% or higher.

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Statement for Civil Rights

All educational and vocational opportunities are offered without regard to race, color, national origin, gender, or physical disability.

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