

**Syracuse City School District  
Career and Technical Education Program  
Course Syllabus  
LEE100: Law Enforcement 100**



**Program Overview**

The Law Enforcement program prepares students for a variety of related careers through lecture and demonstration, guest speakers, field trips, job shadows and internships. Students will learn about legal and court systems and the attitudes and personal fitness levels necessary for a career in the field. The interactive learning experiences increase understanding of critical subject matter, including crime scene investigation and evidence analysis, terrorism and Incident Command Systems. Students practice teamwork and professionalism and learn about interagency collaboration with related organizations. Upon successful completion of LEE 100, 200 and 300, students may earn 12<sup>th</sup> grade integrated science and ELA credits. Students will also have the opportunity to earn college credits for courses taken during the 300 level.

**Course Description**

The Law Enforcement 100 course will provide an overview of various aspects of the law enforcement profession through a blending of rigorous academics, experiential activities, as well as physical and mental fitness. It will introduce basic rules, regulations and standards that students will need to embrace to be successful in a law enforcement career field to include police, courts, and corrections. The course will also prepare students to use standard criminal justice nomenclature within the context of the subjects and will utilize instruction and research to reinforce the understanding of these definitions. Guest speakers from the criminal justice field and visits to numerous agencies deepen the student's understanding of this career field. Students review court cases and outcomes as they relate to law enforcement at the local, state and national level. Students will be introduced to case law, Criminal Justice Agencies, tactics, procedures and techniques through a wide network of supporting organizations. Through these various organizations and field trip experiences, they will learn about penal laws, court procedures and the role of corrections.

**Course Objectives**

- Students will understand and identify the reasoning behind personal and mental fitness as it applies to the law enforcement career field.
- Students will identify ethical and professional roles and responsibilities of the law enforcement profession and they will be able to explain the history behind it.
- Students will apply teamwork, communication skills and research practices to assigned projects.

- Students will learn and apply basic knowledge of penal laws, to include distinction between felonies and misdemeanors, and how they are used in policing, courtroom procedures and corrections.
- Students will learn and apply data collection and elementary statistics to a variety of designs in both student produced and industry produced projects.
- Students will certify in basic CPR and First Aid tactics and techniques through the American Red Cross.

## **Integrated Academics**

NA

## **Equipment and Supplies**

**School will provide:** TBD

**Student will provide:** Writing utensils – pens and pencils  
Notebook and filler paper

## **Textbook**

Hayes, Bill; Croddy, Marshall. *Criminal Justice in America, 5<sup>th</sup> Edition*. Los Angeles: Constitutional Rights Foundation, 2012

## **Grading**

Homework, quizzes, etc.	25%
Tests, reports, projects.	25%
Class Participation	25%
Drill and Physical Fitness	25%

## **Additional Course Policies**

- Uniform Standard Operating Procedure applies
- Cell phones are prohibited during instruction

## **Course Calendar**

Quarter	
1	<ul style="list-style-type: none"> <li>• Introduction and History of Law Enforcement</li> <li>• Drill and Ceremony and Physical Fitness</li> <li>• Criminal Justice Definitions</li> </ul>
2	<ul style="list-style-type: none"> <li>• Law Enforcement Careers</li> <li>• Importance of Public Speaking</li> </ul>
3	<ul style="list-style-type: none"> <li>• Penal Law</li> <li>• Violations, Felonies and Misdemeanors</li> </ul>
4	<ul style="list-style-type: none"> <li>• Case Law</li> <li>• CPR First Aid</li> <li>• Final Scenario Exam</li> </ul>

**Syracuse City School District**  
**Career and Technical Education Program**  
**Scope and Sequence**  
**LEE 100: Law Enforcement Level 100**



Time Frame Unit of Study	Key Questions	Key Learning Targets (Students will know and be able to)	Assessment Evidence of Learning	Related Standards	CCLS Literacy, Math, Science
<b>Week 1</b>  <b>Introductions and Team Building</b>	<ul style="list-style-type: none"> <li>Who are we?</li> <li>What do we want to accomplish?</li> <li>What is a team?</li> <li>How well do we work together?</li> </ul>	<ul style="list-style-type: none"> <li>Describe each other to learn/understand the class make up based on the autobiographies</li> <li>Understand the importance of a team in law enforcement</li> <li>Explain how law enforcement depends on team work</li> </ul>	<ul style="list-style-type: none"> <li>One page biography of assigned partner's background</li> <li>Participation in theory and hands on activities</li> <li>Current events report of the week</li> </ul>	<b>Career Ready Practice</b> CRP1,2,4	<b>Literacy</b> RST.9-10.1,2
				<b>Cluster Standards</b> LW1,6	<b>ELA</b> RSI.9-10.2 W.9-10.3,4 SL.9-10. 1,6 L.9-10.1,2
				<b>Pathway Standards</b>	<b>Science</b>
<b>Week 2-3</b>  <b>Rules and Regulations for Law Enforcement Class</b>	<ul style="list-style-type: none"> <li>Why do first responders wear uniforms?</li> <li>What are the historical reasons for rules and regulations?</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrate the proper wearing and appearance of the class uniform</li> <li>Describe the reasoning behind disciplined actions</li> <li>Demonstration of self-discipline in the classroom and school environment</li> </ul>	<ul style="list-style-type: none"> <li>Uniform inspection</li> <li>Execute the proper commands and actions when faculty enters the area</li> <li>Demonstrate appropriate behaviors between students and between students and teachers</li> <li>Current events report of the week</li> </ul>	<b>Career Ready Practice</b> CRP1,4	<b>Literacy</b> RST.9-10.1,3 WHST.9-10.4,10
				<b>Cluster Standards</b>	<b>ELA</b> RSI.9-10.1,2,4, 6 W.9-10.4 SL.9-10.1,6 L.9-10.1,2
				<b>Pathway Standards</b>	<b>Science</b>
<b>Week 4</b>  <b>Taking Care of Ourselves and Our Health</b>	<ul style="list-style-type: none"> <li>Why is it important to take care of our health?</li> <li>How can we eat better and still stay within our means?</li> </ul>	<ul style="list-style-type: none"> <li>Understand what it means to be healthy – proper nutrition, physical activity, sleep, proper hygiene, emotional well-being</li> <li>Explain how to incorporate exercise into a daily regimen</li> <li>Explain how to eat healthy on</li> </ul>	<ul style="list-style-type: none"> <li>Eat Well Health Chart</li> <li>Written plan for healthy eating for the next 4 weeks</li> <li>Identification of risky health habits and their related consequences</li> </ul>	<b>Career Ready Practice</b> CRP1,3,4	<b>Literacy</b> RST.9-10.1,2,7 WHST.9-10.2,4
					<b>ELA</b> RSI.9-10.1,2,4,6 W.9-10.1,2,4,6 SL.9-10.1,6 L.9-10.1,2,6

Time Frame Unit of Study	Key Questions	Key Learning Targets (Students will know and be able to)	Assessment Evidence of Learning	Related Standards	CCLS Literacy, Math, Science
		a budget • Recognizing unhealthy habits, i.e., lack of proper sleep, poor nutrition, tobacco, alcohol, drug use	• Current events report of the week	<b>Cluster Standards</b> LW3 <b>Pathway Standards</b>	<b>Science</b> NGSSP 3 HS-LS 1-2 HS-LS 1-3 PS.S2.K1 PS.S6.K5
<b>Week 5</b>  <b>Personal Fitness and Initial Fitness Exam</b>	<ul style="list-style-type: none"> <li>What is the importance of personal physical fitness?</li> <li>Why do we need to participate in a physical fitness program in this program?</li> </ul>	<ul style="list-style-type: none"> <li>Describe the benefits of personal physical fitness</li> <li>Determine baseline fitness test results</li> <li>Identify methods of increasing/improving the level of personal physical fitness</li> </ul>	<ul style="list-style-type: none"> <li>Physical Fitness Test (based on standards of the Cooper Institute for Aerobics Research) once per marking period (quarter)</li> <li>Participation in weekly drills and physical fitness training</li> <li>Written rationale for attaining appropriate levels of personal fitness</li> <li>Current events report of the week</li> </ul>	<b>Career Ready Practice</b> CRP1,3,12	<b>Literacy</b> RST.9-10.1,2 WHST.9-10.2,4
				<b>Cluster Standards</b> LW3	<b>ELA</b> RSI.9-10.1,2,7 W.9-10.2, 4 SL.9-10.1,5,6 L.9-10.1,2,4,6
				<b>Pathway Standards</b>	<b>Science</b> NGSSP 3 HS-LS1-3 PS.S2.K1 PS.S6.K5
<b>Week 6-7</b>  <b>Law Enforcement Vocabulary &amp; Definitions</b>  <b>Drill and Ceremony (D&amp;C) and Physical Training (PT)</b>	<ul style="list-style-type: none"> <li>How important is it to know the language of your profession?</li> <li>Do you understand the definition of words used in the criminal justice process?</li> <li>Are you physically and mentally fit?</li> <li>What areas of personal fitness do you need to improve?</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrate proficiency in your criminal justice vocabulary</li> <li>Explain the definition of key words used in everyday law enforcement</li> <li>Describe how to use key words to describe crimes and law enforcement situations</li> <li>Improve fitness levels and work as a member of a cohesive unit/team</li> </ul>	<ul style="list-style-type: none"> <li>Vocabulary Quiz #1</li> <li>Vocabulary Quiz #2</li> <li>Correct application of law enforcement vocabulary within the context of class discussions</li> <li>Participation in weekly drill and physical fitness training</li> <li>Current events report of the week</li> </ul>	<b>Career Ready Practice</b> CRP1,3,4,12	<b>Literacy</b> RST.9-10.1,4
				<b>Cluster Standards</b> LW1	<b>ELA</b> RSI.9-10.1,2,4,7 SL.9-10.1,6 L.9-10.1,2,4,6
				<b>Pathway Standards</b>	<b>Science</b> NGSSP 3 HS-LS1-3 PS.S2.K1 PS.S6.K5
<b>Week 8-10</b>  <b>History of Police and</b>	<ul style="list-style-type: none"> <li>Who are the key people that shaped the law enforcement</li> </ul>	<ul style="list-style-type: none"> <li>Understand the significance of key individuals who influenced what we do today</li> </ul>	<ul style="list-style-type: none"> <li>Written exam on the history of police</li> <li>Presentation on other</li> </ul>	<b>Career Ready Practice</b> CRP1,2,3,4,12	<b>Literacy</b> RST.9-10.1,2,3, 4,6 WHST.9-10.2,3,

Time Frame Unit of Study	Key Questions	Key Learning Targets (Students will know and be able to)	Assessment Evidence of Learning	Related Standards	CCLS Literacy, Math, Science
<b>Police around the World</b>  <b>Drill and Ceremony (D&amp;C) and Physical Training (PT)</b>	<ul style="list-style-type: none"> <li>field?</li> <li>What events shaped the rules regarding current patrolling practices?</li> <li>What type of law enforcement model do other countries use?</li> <li>Are you physically and mentally fit?</li> </ul>	<ul style="list-style-type: none"> <li>Explain the key events in history that have shaped current practices in law enforcement</li> <li>Compare/contrast policing tactics in the US with practices in other countries</li> <li>Improve fitness levels and work as a member of a cohesive unit/team</li> </ul>	<ul style="list-style-type: none"> <li>countries and the types of law enforcement they use</li> <li>Participation in weekly drill and physical fitness training</li> <li>Current events report of the week</li> </ul>		4,5,10
				<b>Cluster Standards</b> LW1	<b>ELA</b> RSI.9-10.1,2,4,7 W.9-10.2,4,6,7,9 SL.9-10.1,2,4,5,6 L.9-10.1,2,4,6
				<b>Pathway Standards</b> LW-ENF5	<b>Science</b> NGSSP 3 HS-LS1-3 PS.S2.K1 PS.S6.K5
<b>Week 11-12</b>  <b>Overview of Law Enforcement</b>  <b>Drill and Ceremony (D&amp;C) and Physical Training (PT)</b>	<ul style="list-style-type: none"> <li>What is policing in America?</li> <li>What are the different branches?</li> <li>Are you physically and mentally fit?</li> </ul>	<ul style="list-style-type: none"> <li>Explain the role of police in our society</li> <li>Describe the different law enforcement agencies within our society, including roles and responsibilities of each</li> <li>Improve fitness levels and work as a member of a cohesive unit/team</li> </ul>	<ul style="list-style-type: none"> <li>Writing assignment on how law enforcement has impacted life in our community</li> <li>Group presentations on roles and responsibilities of individual law enforcement agencies</li> <li>Typed autobiography</li> <li>Participation in weekly drill and physical fitness training</li> <li>Current events report of the week</li> </ul>	<b>Career Ready Practice</b> CRP2,3,4,12	<b>Literacy</b> RST.9-10.1,2 WHST.9-10.2,4
				<b>Cluster Standards</b> LW1	<b>ELA</b> RSI.9-10.1,2,4,7 W.9-10.2,4,6,7 SL.9-10.1,2,4,5,6 L.9-10.1,2,4,6
				<b>Pathway Standards</b> LW-ENF5	<b>Science</b> NGSSP 3 HS-LS1-3 PS.S2.K1 PS.S6.K5
<b>Week 13-15</b>  <b>Careers in Law Enforcement</b>  <b>Drill and Ceremony (D&amp;C) and Physical</b>	<ul style="list-style-type: none"> <li>What opportunities exist for police officers?</li> <li>What is a background check and what are its key elements?</li> <li>Why are background checks necessary for law enforcement personnel?</li> </ul>	<ul style="list-style-type: none"> <li>Identify and understand career opportunities within the law enforcement community</li> <li>Discuss the elements of a background investigation</li> <li>Improve fitness levels and work as a member of a cohesive unit/team</li> </ul>	<ul style="list-style-type: none"> <li>Journal assignment on career opportunities in law enforcement</li> <li>Written summaries of design and purpose of background checks for law enforcement personnel</li> <li>State the reasons for background checks</li> </ul>	<b>Career Ready Practice</b> CRP1,2,3,4,10,12	<b>Literacy</b> RST.9-10.1,2 WHST.9-10.2,4
				<b>Cluster Standards</b> LW5	<b>ELA</b> RSI.9-10.1,2,4,7 W.9-10.2,3,4,7 SL.9-10.1,6 L.9-10.1,2,6
				<b>Pathway Standards</b> LW-ENF5	

Time Frame Unit of Study	Key Questions	Key Learning Targets (Students will know and be able to)	Assessment Evidence of Learning	Related Standards	CCLS Literacy, Math, Science
<b>Training (PT)</b>	<ul style="list-style-type: none"> <li>Are you physically and mentally fit?</li> </ul>		<ul style="list-style-type: none"> <li>Participation in weekly drill and physical fitness training</li> <li>Current events report of the week</li> </ul>		<b>Science</b> NGSSP 3 HS-LS1-3 PS.S2.K1 PS.S6.K5
<b>Week 16-20</b>  <b>Public Speaking</b>  <b>Drill and Ceremony (D&amp;C) and Physical Training (PT)</b>	<ul style="list-style-type: none"> <li>What communication skills are necessary for law enforcement workers?</li> <li>Why is it important to be a good public speaker?</li> <li>Are you physically and mentally fit?</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrate appropriate communication and public speaking abilities</li> <li>Improve fitness levels and work as a member of a cohesive unit/team</li> </ul>	<ul style="list-style-type: none"> <li>Identify audience and adjust speaking to maintain interest and comprehend information delivered</li> <li>Presentation on mini-research topic</li> <li>Participation in weekly drill and physical fitness training</li> <li>Current events report of the week</li> </ul>	<b>Career Ready Practice</b> CRP1,3,4,7,12	<b>Literacy</b> RST.9-10.1,2,9 WHST.9-10.2,4,7,8,9
				<b>Cluster Standards</b> LW1	<b>ELA</b> RSI.9-10.1,2,4,7 W.9-10.2,4,5,6,7 SL.9-10.1,2,4,5,6 L.9-10.1,2,6
				<b>Pathway Standards</b> LW1	<b>Science</b> NGSSP 3 HS-LS1-3 PS.S2.K1 PS.S6.K5
<b>Weeks 21-25</b>  <b>Violations, Misdemeanors and Felonies</b>  <b>Drill and Ceremony (D&amp;C) and Physical Training (PT)</b>	<ul style="list-style-type: none"> <li>What are violations, misdemeanors, and felonies?</li> <li>What is a sanction?</li> <li>What are the sanctions for each type of crime?</li> <li>Are you physically and mentally fit?</li> </ul>	<ul style="list-style-type: none"> <li>Understand and describe the differences between a violations, misdemeanors, and felonies</li> <li>Categorize various violation, misdemeanor and felony crimes</li> <li>Explain what makes a crime a violation, a misdemeanor, or a felony</li> <li>Understand and discuss the punishments for violation, misdemeanor, and felony crimes</li> <li>Improve fitness levels and work as a member of a cohesive unit/team</li> </ul>	<ul style="list-style-type: none"> <li>Complete charts on violation crimes, misdemeanor crimes, and felony crimes</li> <li>Journal assignment on the differences between violations, misdemeanors and felonies</li> <li>Module Quiz #1</li> <li>Participation in weekly drill and physical fitness training</li> <li>Current events report of the week</li> </ul>	<b>Career Ready Practice</b> CRP1,2,3,7,12	<b>Literacy</b> RST.9-10.1,2,7 WHST.9-10.2,4
				<b>Cluster Standards</b> LW1	<b>ELA</b> RSI.9-10.1,2,4,7,9 W.9-10.2-7 SL.9-10.1,2,4,5,6 L.9-10.1,2,3,5,6
				<b>Pathway Standards</b> LW-ENF5	<b>Science</b> NGSSP 3 HS-LS1-3 PS.S2.K1 PS.S6.K5
<b>Week 26-30</b>  <b>The Penal Law</b>	<ul style="list-style-type: none"> <li>Why do we have laws?</li> </ul>	<ul style="list-style-type: none"> <li>Explain why laws exist</li> <li>Discuss the meaning of penal</li> </ul>	<ul style="list-style-type: none"> <li>Journal assignment on the reasons society needs a</li> </ul>	<b>Career Ready Practice</b> CRP1,2,3,4,7,12	<b>Literacy</b> RST.9-10.1,2 WHST.9-10.2,4

Time Frame Unit of Study	Key Questions	Key Learning Targets (Students will know and be able to)	Assessment Evidence of Learning	Related Standards	CCLS Literacy, Math, Science
<b>Drill and Ceremony (D&amp;C) and Physical Training (PT)</b>	<ul style="list-style-type: none"> <li>What is the Penal Law?</li> <li>Why should laws be updated?</li> <li>Are you physically and mentally fit?</li> </ul>	<ul style="list-style-type: none"> <li>law and when it was enacted</li> <li>Describe the rationale behind continued penal law updates</li> <li>Improve fitness levels and work as a member of a cohesive unit/team</li> </ul>	<ul style="list-style-type: none"> <li>system of laws</li> <li>Short research papers stating reasons and events impacting the need for law updates</li> <li>Participation in weekly drill and physical fitness training</li> <li>Current events report of the week</li> </ul>		
				<b>Cluster Standards</b> LW1,5	<b>ELA</b> RSI.9-10.1,2,4,7,9 W.9-10.2-7 SL.9-10.1,2,4,5,6 L.9-10.1,2,3,5,6
				<b>Pathway Standards</b> LW-ENF5	<b>Science</b> NGSSP 3 HS-LS1-3 PS.S2.K1 PS.S6.K5
<b>Weeks 31-36</b>  <b>Case Law</b>  <b>Drill and Ceremony (D&amp;C) and Physical Training (PT)</b>	<ul style="list-style-type: none"> <li>Where do we derive legal interpretations from?</li> <li>Do you know some key cases that have formed how we enforce laws now?</li> <li>Are you physically and mentally fit?</li> </ul>	<ul style="list-style-type: none"> <li>Understand the importance of courts and how the legal process informs today's laws</li> <li>Discuss the historical precedents in case law that shape our understanding of laws</li> <li>Improve fitness levels and work as a member of a cohesive unit/team</li> </ul>	<ul style="list-style-type: none"> <li>Complete assessments of cases assigned</li> <li>Quiz #1 on Case Law</li> <li>Exam on Case Laws</li> <li>Participation in weekly drill and physical fitness training</li> <li>Current events report of the week</li> </ul>	<b>Career Ready Practice</b> CRP1,2,3,12	<b>Literacy</b>
				<b>Cluster Standards</b> LW1,5	<b>ELA</b> RSI.9-10.1,2,4,7,9 W.9-10.2-7 SL.9-10.1,2,4,5,6 L.9-10.1,2,3,5,6
				<b>Pathway Standards</b> LW-ENF 1,5	<b>Science</b> NGSSP 3 HS-LS1-3 PS.S2.K1 PS.S6.K5
<b>Weeks 37-38</b>  <b>CPR/First Aid</b>  <b>Drill and Ceremony (D&amp;C) and Physical Training (PT)</b>	<ul style="list-style-type: none"> <li>What is CPR/First Aid?</li> <li>Why is CPR &amp; First Aid certification important for law enforcement personnel?</li> <li>Are you physically and mentally fit?</li> </ul>	<ul style="list-style-type: none"> <li>Understand heart and lung A &amp; P and make informed decisions about when to administer CPR</li> <li>Obtain CPR and First Aid Certification</li> <li>Improve fitness levels and work as a member of a cohesive unit/team</li> </ul>	<ul style="list-style-type: none"> <li>CPR/First Aid Certification Exam</li> <li>Participation in weekly drill and physical fitness training</li> <li>Physical Fitness Test</li> <li>Current events report of the week</li> </ul>	<b>Career Ready Practice</b> CRP1,3,8,9,12	<b>Literacy</b> RST.9-10.1,2,3 WHST.9-10.2,4
				<b>Cluster Standards</b> LW4	<b>ELA</b> RSI.9-10.1,2,4 SL.9-10.1,6 L.9-10.1,2,3,5,6
				<b>Pathway Standards</b> LW-ENF1,4	<b>Science</b> NGSSP 3 HS-LS1-3 PS.S2.K1 PS.S6.K5

Time Frame Unit of Study	Key Questions	Key Learning Targets (Students will know and be able to)	Assessment Evidence of Learning	Related Standards	CCLS Literacy, Math, Science
<b>Week 39-40</b>  <b>Drill and Ceremony (D&amp;C) and Physical Training (PT)</b>  <b>Review and Final Exam</b>	<ul style="list-style-type: none"> <li>What have I learned this year?</li> </ul>	<ul style="list-style-type: none"> <li>Review for Final Exam</li> </ul>	<ul style="list-style-type: none"> <li>Final Physical Fitness Test</li> <li>Written Final Exam</li> </ul>	<b>Career Ready Practice</b> CRP2,3	<b>Literacy</b> RST.9-10.1,2 WHST.9-10.2,4
				<b>Cluster Standards</b> LW1,2,3,5	<b>ELA</b> RSI.9-10.1,2,4,7,9 W.9-10.2-7 SL.9-10.1,2,4,5,6 L.9-10.1,2,3,5,6
				<b>Pathway Standards</b> LW-ENF1,5	<b>Science</b> NGSSP 3 HS-LS1-3 PS.S2.K1 PS.S6.K5



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LEE 200: Law Enforcement 200**



**Program Overview**

The Law Enforcement program prepares students for a variety of related careers through lecture and demonstration, guest speakers, field trips, job shadows and internships. Students will learn about legal and court systems and the attitudes and personal fitness levels necessary for a career in the field. The interactive learning experiences increase understanding of critical subject matter, including crime scene investigation and evidence analysis, terrorism and Incident Command Systems. Students practice teamwork and professionalism and learn about interagency collaboration with related organizations. Upon successful completion of LEE 100, 200 and 300, students may earn 12<sup>th</sup> grade integrated science and ELA credits. Students will also have the opportunity to earn college credits for courses taken during the 300 level.

**Course Description**

The Law Enforcement 200 course will provide an overview of police, courts and corrections through a blending of rigorous academics and experiential activities, as well as physical and mental fitness. It will introduce advanced rules, regulations and standards that students will need to embrace to be successful. The course will also prepare students for entry into a college level course (CJ 101) with Onondaga Community College. Students will understand how law enforcement integrates into Incident Command Systems through certification in the Federal Emergency Management Agency in two courses. The higher level class standards and certifications will drive academic rigor and lay the foundation for success in understanding the criminal justice system and how police and law enforcement integrate with courts and corrections. Students will review court cases and outcomes as they relate to law enforcement at the local, state and national levels. Students will be introduced to case law, criminal justice agencies, tactics, procedures and techniques through a wide network of supporting organizations.

**Course Objectives**

1. Students will understand and identify the reasoning behind advanced personal and mental fitness as it applies to the law enforcement career field.
2. Students will certify in FEMA courses IS 100.LEB and IS 700.A in order to further their understanding of the ways multiagency response to emergency situations happens and how a command structure is established.
3. Students will apply teamwork, communication skills and research practices to assigned projects.
4. Students will learn and apply advanced knowledge of penal laws, to include distinction between felonies and misdemeanors, and how they are used in policing, courtroom procedures and corrections.

## **Integrated Academics**

N/A

## **Equipment and Supplies**

**School will provide:** Textbook and field trip opportunities

**Student will provide:** Writing utensils – pens and pencils, notebook and filler paper

## **Textbook**

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## **Grading**

- 25% Homework, quizzes, etc.
- 25% Tests, reports, projects
- 25% Class Participation
- 25% Drill and Physical Fitness

## **Additional Course Policies**

Uniform Standard Operating Procedure applies

Cell phones are prohibited during instruction

## **Course Calendar**

<b>Quarter</b>	<b>Units of Study</b>
1	<ul style="list-style-type: none"><li>• Advanced Drill and Ceremony and Physical Fitness</li><li>• Criminal Justice Definitions</li><li>• FEMA Incident Command Systems</li></ul>
2	<ul style="list-style-type: none"><li>• Law Enforcement Research Paper</li><li>• Crime Scene Investigation</li></ul>
3	<ul style="list-style-type: none"><li>• Police as a Pillar of the Criminal Justice System</li><li>• Courts as a Pillar of the Criminal Justice System</li><li>• Corrections as a Pillar of the Criminal Justice System</li></ul>
4	<ul style="list-style-type: none"><li>• Individual Rights and Public Order</li><li>• Due Process</li><li>• Discretionary and Ethical Issues in the Criminal Justice System</li><li>• Final Scenario Exam</li></ul>

**Syracuse City School District**  
**Career and Technical Education Program**  
**Scope and Sequence**  
**LEE 200: Law Enforcement 200**



Time Frame Unit of Study	Key Questions	Key Learning Targets (Students will know and be able to do)	Assessment Evidence of Learning	Related Standards	CCLS Literacy, Math, Science
<b>Week 1-2</b>  <b>Introductions</b> <b>Initial Fitness</b> <b>Exam</b>	<ul style="list-style-type: none"> <li>Who are we?</li> <li>How do our personal norms shape who we are and how we relate to others?</li> <li>In what ways do our personal attitudes and demeanors effect how others perceive us as individuals?</li> <li>What do we want to accomplish in this class?</li> <li>What is the importance of personal physical fitness?</li> <li>Why do we need to participate in a physical fitness program in the Law Enforcement class?</li> </ul>	<ul style="list-style-type: none"> <li>Understand the group dynamics and how it relates to law enforcement</li> <li>Describe the connection between our thoughts and feelings and the image we project</li> <li>Discuss the relationship of this image to the positive or negative impact on interpersonal communication skills needed in law enforcement</li> <li>Describe the physical characteristics required for a career in law enforcement</li> <li>Determine baseline fitness test results</li> <li>Individual assessment of fitness improvements needed to meet law enforcement requirements</li> </ul>	<ul style="list-style-type: none"> <li>Participation in learning and hands-on activities</li> <li>Physical Fitness Test (based on standards of the Cooper Institute for Aerobics Research) once per marking period (quarter)</li> <li>Fitness journaling with baseline results and personal improvement goals</li> <li>Current events report of the week</li> </ul>	<b>Career Ready Practice</b> CRP1,2,4	<b>Literacy</b> RST.11-12.1,2 WHST.11-12.2,4
				<b>Cluster Standards</b> LW-1	<b>ELA</b> RSI.11-12.2 W.11-12.3,4 SL.11-12.1,6 L.11-12.1,2
				<b>Pathway Standards</b> LW-ENF1	<b>Science</b> NGSSP 3 HS-LS1-3 PS.S2.K1 PS.S6.K5
<b>Week 3</b>  <b>Rules and Regulations for Law Enforcement Class</b>  <b>Drill and Ceremony (D&amp;C) and Physical</b>	<ul style="list-style-type: none"> <li>What are the rules and regulations in the level 200 Law Enforcement class?</li> <li>How will they help me prepare for a career in law enforcement?</li> <li>Why do first responders wear uniforms?</li> <li>What are the historical reasons for rules and</li> </ul>	<ul style="list-style-type: none"> <li>Understand the proper wearing and appearance of the class uniform</li> <li>Describe the reasoning behind disciplined actions</li> <li>Demonstration of self-discipline and professional conduct in the classroom and school environment</li> <li>Improve fitness levels and work as a member of a cohesive unit/team</li> </ul>	<ul style="list-style-type: none"> <li>Uniform inspection</li> <li>Proper actions when school faculty enters the room</li> <li>Execute the proper commands and actions when faculty enters the area</li> <li>Demonstrate appropriate behaviors between students and between students and</li> </ul>	<b>Career Ready Practice</b> CRP1,2,4,12	<b>Literacy</b> RST.11-12.1,2 WHST.11-12.2,4
				<b>Cluster Standards</b>	<b>ELA</b> RSI.11-12.1,2,4,6 W.11-12.4 SL.11-12.1,6 L.11-12.1,2
					<b>Science</b> NGSSP 3

Time Frame Unit of Study	Key Questions	Key Learning Targets (Students will know and be able to do)	Assessment Evidence of Learning	Related Standards	CCLS Literacy, Math, Science
<b>Training (PT)</b>	regulations? • Are you physically and mentally fit?		teachers • Current events report of the week	<b>Pathway Standards</b>	HS-LS1-3 PS.S2.K1 PS.S6.K5
<b>Week 4-7</b>  <b>Advanced Criminal Justice Vocabulary &amp; Definitions</b>  <b>Drill and Ceremony (D&amp;C) and Physical Training (PT)</b>	• How important is it to know the language of your profession? • Do you understand the definition of words used in the criminal justice process? • How does a command of criminal justice vocabulary facilitate communication among law enforcement workers? • Are you physically and mentally fit?	• Demonstrate proficiency in your criminal justice vocabulary • Explain the definition of key words used in everyday law enforcement • Describe how to use key words to define crimes and law enforcement situations • Improve fitness levels and work as a member of a cohesive unit/team	• Current events report • Vocabulary Quiz #1 • Vocabulary Quiz #2 • Correct application of law enforcement vocabulary within the context of class discussions • Participation in weekly drill and physical fitness training • Current events report of the week	<b>Career Ready Practice</b> CRP2,4,12	<b>Literacy</b> RST.11-12.1
				<b>Cluster Standards</b> LW 6	<b>ELA</b> RSI.11-12.1,2,4, 7 W.11-12.1,2,4,6, 7 SL.11-12.1,6 L.11-12.1,2,4,6
				<b>Pathway Standards</b>	<b>Science</b> NGSSP 3 HS-LS1-3 PS.S2.K1 PS.S6.K5
<b>Weeks 8-10</b>  <b>Incident Command System (ICS) and National Incident Management System (NIMS)</b>  <b>Drill and Ceremony (D&amp;C) and Physical Training (PT)</b>	• What is the history of ICS? • How do agencies work together on large emergency situations? • What is the relationship between ICS and NIMS? • Why do we need NIMS? • What are the organizational structures used in NIMS? • Are you physically and mentally fit?	• Describe the history, features, principles, and organizational structure of incident command systems • Describe the structure of NIMS • Articulate the reasons we need NIMS • Improve fitness levels and work as a member of a cohesive unit/team	• Completion of FEMA course IS-100 LEB (Introduction to Incident Command System for Law Enforcement) with certification • Completion of FEMA course IS-700.A (National Incident Management System, An Introduction) with certification • Participation in weekly drill and physical fitness training • Current events report of the week	<b>Career Ready Practice</b> CRP1,2,4,12	<b>Literacy</b> RST.11-12.1,3
				<b>Cluster Standards</b> LW2,3	<b>ELA</b> RSI.11-12.1,2,4,7 W.11-12.4 SL.11-12.1,2,6 L.11-12.1,2,6
				<b>Pathway Standards</b> LW-ENF1,4,11	<b>Science</b> NGSSP 3 HS-LS1-3 PS.S2.K1 PS.S6.K5

Time Frame Unit of Study	Key Questions	Key Learning Targets (Students will know and be able to do)	Assessment Evidence of Learning	Related Standards	CCLS Literacy, Math, Science
<b>Weeks 11-13</b>  <b>Law Enforcement Research Paper Project</b>  <b>Drill and Ceremony(D&amp;C) and Physical Training (PT)</b>	<ul style="list-style-type: none"> <li>How will I select a research topic?</li> <li>How many pages should the paper be?</li> <li>What are the required number of references?</li> <li>How are references cited?</li> <li>How do copyright laws affect me?</li> <li>How should it be formatted?</li> <li>Are you physically and mentally fit?</li> </ul>	<ul style="list-style-type: none"> <li>Research and write about a Criminal Justice topic</li> <li>Learn to use literacy skills to communicate learning</li> <li>What methods of research can be used to complete a research paper</li> <li>Improve fitness levels and work as a member of a cohesive unit/team</li> </ul>	<ul style="list-style-type: none"> <li>Completion of a research paper</li> <li>Participation in weekly drill and physical fitness training</li> <li>Current events report of the week</li> </ul>	<b>Career Ready Practice</b> CRP2 4,7,12	<b>Literacy</b> RST.11-12.1 WHST.11-12.2,4,6,7
				<b>Cluster Standards</b>	<b>ELA</b> RSI.11-12.1,2,4, 7 W.11-12.2,4,5,6, 8,9 SL.11-12.1,6 L.11-12.1,2,6
				<b>Pathway Standards</b>	<b>Science</b> NGSSP 3 HS-LS1-3 PS.S2.K1 PS.S6.K5
<b>Weeks 14-20</b>  <b>Crime Scene Investigation</b>  <b>Drill and Ceremony(D&amp;C) and Physical Training (PT)</b>	<ul style="list-style-type: none"> <li>How can scientific methods help solve problems?</li> <li>How is evidence collected and analyzed?</li> <li>What is the value of evidence?</li> <li>What procedures are implemented at a crime scene and why are they important?</li> <li>What are the distinguishing duties for various forensic specialists, and how does the legal system control these responsibilities?</li> <li>How is a crime scene processed?</li> <li>Are you physically and mentally fit?</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrate or explain activities prior to conducting a crime scene search</li> <li>Obtain information from the responding officer and secure the scene</li> <li>Explain and demonstrate knowledge and use of constitutional law and Federal Rules of Evidence governing search and seizure</li> <li>Explain and demonstrate the proper use of crime scene photography</li> <li>Document photographs taken at the crime scene</li> <li>Properly search for, collect and remove physical evidence from a crime scene</li> <li>Demonstrate and explain and appropriate search pattern method to use</li> </ul>	<ul style="list-style-type: none"> <li>Analysis of forensic mistakes during O.J. Simpson trial</li> <li>Crime Scene Scale</li> <li>Triangulate Evidence</li> <li>Evidence Photography</li> <li>Skills USA Crime Scene competition practice simulation</li> <li>Digital Reconstruction (Sketch Up)</li> <li>Scavenger Hunt Photo Results</li> <li>Reading and Questions on Forensic Photography</li> <li>Presentation of crime scene photos using iMovie</li> <li>Participation in weekly drill and physical fitness training</li> <li>Current events report of the week</li> </ul>	<b>Career Ready Practice</b> CRP1,2,4,12	<b>Literacy</b> RST.11-12.1,3,7 WHST.11-12.2,4
				<b>Cluster Standards</b> LW1,4	<b>ELA</b> RSI.11-12.1,2,4,7 W.11-12.2,4,7 SL.11-12.1,4,6 L.11-12.1,2,6
				<b>Pathway Standards</b> LW-ENF1,5	<b>Science</b> NGSSP 3 HS-LS1-3 PS.S2.K1 PS.S6.K5

Time Frame Unit of Study	Key Questions	Key Learning Targets (Students will know and be able to do)	Assessment Evidence of Learning	Related Standards	CCLS Literacy, Math, Science
		<ul style="list-style-type: none"> <li>• Triangulate evidence</li> <li>• Demonstrate the ability to prepare an evidence inventory</li> <li>• Demonstrate the ability to remove all evidence and equipment from crime scene</li> <li>• Work together as a professional team to conduct a crime scene investigation</li> <li>• Demonstrate professional bearing and demeanor</li> <li>• Improve fitness levels and work as a member of a cohesive unit/team</li> </ul>			
<b>Weeks 21-23</b>  <b>Police as a Pillar of the Criminal Justice System</b>  <b>Drill and Ceremony (D&amp;C) and Physical Training (PT)</b>	<ul style="list-style-type: none"> <li>• How do Police accomplish their goals within the framework of the U.S. Criminal Justice System?</li> <li>• What are the different types of policing?</li> <li>• What is community policing?</li> <li>• How are police integrated with courts and corrections?</li> <li>• Are you physically and mentally fit?</li> </ul>	<ul style="list-style-type: none"> <li>• Identify components and levels of police agencies in the US</li> <li>• Describe state, federal and local law enforcement agencies and their interaction with each other</li> <li>• Explain the role of police in the initial response and throughout the criminal justice process</li> <li>• Improve fitness levels and work as a member of a cohesive unit/team</li> </ul>	<ul style="list-style-type: none"> <li>• Chapter quizzes</li> <li>• Chapter summaries</li> <li>• Participation in weekly drill and physical fitness training</li> <li>• Current events report of the week</li> </ul>	<b>Career Ready Practice</b> CRP1,2,4,12	<b>Literacy</b> RST.11-12.1,3 WHST.11-12.2,4
				<b>Cluster Standards</b> LW4	<b>ELA</b> RSI.11-12.1,2,4,7 W.11-12.2,4-8 SL.11-12.1,2,6 L.11-12.1-6
				<b>Pathway Standards</b> LW-ENF1,5	<b>Science</b> NGSSP 3 HS-LS1-3 PS.S2.K1 PS.S6.K5
<b>Weeks 24-26</b>  <b>Courts as a Pillar of the Criminal Justice System</b>  <b>Drill and Ceremony(D&amp;C)</b>	<ul style="list-style-type: none"> <li>• What levels of courts exist in the U.S. Criminal Justice System?</li> <li>• What roles exist in each level of the court system?</li> <li>• What branch of government do courts</li> </ul>	<ul style="list-style-type: none"> <li>• Understand the right of due process and the sixth amendment to the US Constitution</li> <li>• Describe how the courts in the US Criminal Justice System work as a check and balance for our government</li> </ul>	<ul style="list-style-type: none"> <li>• Chapter quizzes</li> <li>• Chapter summaries</li> <li>• Participation in weekly drill and physical fitness training</li> <li>• Current events report of the week</li> </ul>	<b>Career Ready Practice</b> CRP 1, 2, 4, 12	<b>Literacy</b> RST.11-12.1,3 WHST.11-12.2,4
				<b>Cluster Standards</b> LW4	<b>ELA</b> RSI.11-12.1,2,4,7 W.11-12.2,4-8 SL.11-12.1,2,6 L.11-12.1-6
				<b>Pathway Standards</b>	

Time Frame Unit of Study	Key Questions	Key Learning Targets (Students will know and be able to do)	Assessment Evidence of Learning	Related Standards	CCLS Literacy, Math, Science
<b>and Physical Training (PT)</b>	<ul style="list-style-type: none"> <li>fall under?</li> <li>What qualifications are needed to serve as a judge/justice at different levels of the Criminal Justice System?</li> <li>What is a District Attorney? Public Defender? Attorney General?</li> <li>Are you physically and mentally fit?</li> </ul>	<ul style="list-style-type: none"> <li>Understand the function of interpreting laws for the courts and give examples of it</li> <li>Describe how the courts shape the laws we abide by</li> <li>Improve fitness levels and work as a member of a cohesive unit/team</li> </ul>		LW-ENF1,5	<b>Science</b>
<b>Weeks 27-28</b>  <b>Corrections as a Pillar of the Criminal Justice System</b>  <b>Drill and Ceremony(D&amp;C) and Physical Training (PT)</b>	<ul style="list-style-type: none"> <li>What is a jail?</li> <li>What is a prison?</li> <li>What are probation and parole?</li> <li>How does corrections support police and courts in the Criminal Justice System?</li> <li>Are you physically and mentally fit?</li> </ul>	<ul style="list-style-type: none"> <li>Identify levels of corrections in the US Criminal Justice System</li> <li>Understand prison culture</li> <li>Describe what recidivism is and what some statistics are that help shape sentencing</li> <li>Describe how probation and parole are similar and different</li> <li>Improve fitness levels and work as a member of a cohesive unit/team?</li> </ul>	<ul style="list-style-type: none"> <li>Chapter quizzes</li> <li>Chapter summaries</li> <li>Participation in weekly drill and physical fitness training</li> <li>Current events report of the week</li> </ul>	<b>Career Ready Practice</b> CRP1,2,4,12	<b>Literacy</b> RST.11-12.1,3 WHST.11-12.2,4
				<b>Cluster Standards</b> LW4	<b>ELA</b> RSI.11-12.1,2,4, 7 W.11-12.2,4-8 SL.11-12.1,2,6 L.11-12.1-6
				<b>Pathway Standards</b> LW-ENF1,5	<b>Science</b> NGSSP 3 HS-LS1-3 PS.S2.K1 PS.S6.K5
<b>Weeks 28-30</b>  <b>Three major pillars (Police, Court and Corrections) of the Criminal Justice System</b>  <b>Drill and Ceremony (D&amp;C) and</b>	<ul style="list-style-type: none"> <li>What are the three main sub-components of the Criminal Justice System in the United States?</li> <li>How are the components connected?</li> <li>Describe and connect the three major pillars of the Criminal Justice System?</li> </ul>	<ul style="list-style-type: none"> <li>Identify the pillars of the Criminal Justice System and how they interact</li> <li>Explain the different pillars and how they are rooted in the US Constitution</li> <li>Describe the checks and balances each pillar provide to each other? To the executive and legislative branches of government?</li> <li>Improve fitness levels and</li> </ul>	<ul style="list-style-type: none"> <li>Graphic representation of the interconnections of the three systems with descriptions of their inter-relationships</li> <li>Police Exam</li> <li>Courts Exam</li> <li>Corrections Exam</li> <li>Participation in weekly drill and physical fitness training</li> </ul>	<b>Career Ready Practice</b> CRP1,2,4,12	<b>Literacy</b> RST.11-12.1,3 WHST.11-12.2,4
				<b>Cluster Standards</b> LW4	<b>ELA</b> RSI.11-12.1,2,4, 7 W.11-12.2,4-8 SL.11-12.1,2,6 L.11-12.1-6
				<b>Pathway Standards</b> LW-ENF1,5	<b>Science</b> NGSSP 3

Time Frame Unit of Study	Key Questions	Key Learning Targets (Students will know and be able to do)	Assessment Evidence of Learning	Related Standards	CCLS Literacy, Math, Science
<b>Physical Training (PT)</b>	<ul style="list-style-type: none"> <li>What is the role of Police in Criminal Justice?</li> <li>What is the role of the Courts in Criminal Justice?</li> <li>What is the role of Corrections in Criminal Justice?</li> <li>Are you physically and mentally fit?</li> </ul>	work as a member of a cohesive unit/team	<ul style="list-style-type: none"> <li>Current events report of the week</li> </ul>		HS-LS1-3 PS.S2.K1 PS.S6.K5
<b>Weeks 31-33</b>  <b>Individual Rights vs. Public Order</b>  <b>Drill and (D&amp;C) and Physical Training (PT)</b>	<ul style="list-style-type: none"> <li>What is meant by the "Scales of Justice?"</li> <li>How does the Criminal Justice System keep individual rights and public order in balance?</li> <li>Are you physically and mentally fit?</li> </ul>	<ul style="list-style-type: none"> <li>Describe how justice and equality apply to the Criminal Justice System</li> <li>Identify the decisions that have shaped how we balance rights and order</li> <li>Understand Posse Comitatus Act</li> <li>Improve fitness levels and work as a member of a cohesive unit/team</li> </ul>	<ul style="list-style-type: none"> <li>Chapter quizzes</li> <li>Chapter summaries</li> <li>Participation in weekly drill and physical fitness training</li> <li>Current events report of the week</li> </ul>	<b>Career Ready Practice</b> CRP1,2,4,8,9,12	<b>Literacy</b> RST.11-12.1 WHST.11-12.2,4
				<b>Cluster Standards</b> LW4,6	<b>ELA</b> RSI.11-12.1,2,4, 7 W.11-12.2,4-8 SL.11-12.1,2,6 L.11-12.1-6
				<b>Pathway Standards</b> LW-ENF1,5,6	<b>Science</b> NGSSP 3 HS-LS1-3 PS.S2.K1 PS.S6.K5
<b>Weeks 34-36</b>  <b>Due Process</b>  <b>Drill and Ceremony (D&amp;C) and Physical Training (PT)</b>	<ul style="list-style-type: none"> <li>What laws and constitutional amendments guarantee due process?</li> <li>How does due process effect police, courts and corrections as pillars in the Criminal Justice System?</li> <li>Are you physically and mentally fit?</li> </ul>	<ul style="list-style-type: none"> <li>Describe the roles of each pillar in due process</li> <li>Understand individual, police and victim rights in due process</li> <li>Identify the cases in US history that have addressed due process and the results of those cases</li> <li>Improve fitness levels and work as a member of a cohesive unit/team</li> </ul>	<ul style="list-style-type: none"> <li>Chapter quizzes</li> <li>Chapter summaries</li> <li>Participation in weekly drill and physical fitness training</li> <li>Current events report of the week</li> </ul>	<b>Career Ready Practice</b> CRP1,2,4,8,9,12	<b>Literacy</b> RST.11-12.1 WHST.11-12.2,4
				<b>Cluster Standards</b> L 4 6	<b>ELA</b> RSI.11-12.1,2,4, 7 W.11-12.2,4-8 SL.11-12.1,2,6 L.11-12.1-6
				<b>Pathway Standards</b> LW-ENF1,5,6	<b>Science</b> NGSSP 3 HS-LS1-3 PS.S2.K1 PS.S6.K5



Time Frame Unit of Study	Key Questions	Key Learning Targets (Students will know and be able to do)	Assessment Evidence of Learning	Related Standards	CCLS Literacy, Math, Science
<b>Weeks 37-38</b>  <b>Discretionary and Ethical Issues</b>  <b>Drill and Ceremony (D&amp;C) and Physical Training (PT)</b>	<ul style="list-style-type: none"> <li>What are discretionary issues in the Criminal Justice System?</li> <li>What are ethical issues in the Criminal Justice System?</li> <li>How do discretionary and ethical issues directly and indirectly effect the pillars of the Criminal Justice System?</li> <li>Are you physically and mentally fit?</li> </ul>	<ul style="list-style-type: none"> <li>Identify different discretionary and ethical issues as it relates to law enforcement</li> <li>Describe the effects of ethical precedents and court decisions on today's Criminal Justice System</li> <li>Improve fitness levels and work as a member of a cohesive unit/team</li> </ul>	<ul style="list-style-type: none"> <li>Chapter quizzes</li> <li>Chapter summaries</li> <li>Participation in weekly drill and physical fitness training</li> <li>Current events report of the week</li> </ul>	<b>Career Ready Practice</b> CRP1,2,4,8,9,12	<b>Literacy</b> RST.11-12.1 WHST.11-12.2,4
				<b>Cluster Standards</b> LW4	<b>ELA</b> RSI.11-12.1,2,4, 7 W.11-12.2,4-8 SL.11-12.1,2,6 L.11-12.1-6
				<b>Pathway Standards</b> LW-ENF1,5	<b>Science</b> NGSSP 3 HS-LS1-3 PS.S2.K1 PS.S6.K5
<b>Week 39-40</b>  <b>Drill and Ceremony (D&amp;C) and Physical Training (PT)</b>  <b>Review and Final Exam</b>	<ul style="list-style-type: none"> <li>What have I learned this year?</li> </ul>	<ul style="list-style-type: none"> <li>Review for Final Exam</li> </ul>	<ul style="list-style-type: none"> <li>Final Physical Fitness Test</li> <li>Written Final Exam</li> </ul>	<b>Career Ready Practice</b> CRP1,2,4,8,9,12	<b>Literacy</b> RST.11-12.1,2
				<b>Cluster Standards</b>	<b>ELA</b> RSI.11-12.1,2,4, 7,9 W.11-12.2-7 SL.11-12.1,2,4,5, 6 L.11-12.1,2,3,5,6
				<b>Pathway Standards</b>	<b>Science</b> NGSSP 3 HS-LS1-3 PS.S2.K1 PS.S6.K5

**Syracuse City School District**  
**Career and Technical Education Program**  
**Course Syllabus**  
**LEE 300: Law Enforcement 300**



### **Program Overview**

The Law Enforcement program prepares students for a variety of related careers through lecture and demonstration, guest speakers, field trips, job shadows and internships. Students will learn about legal and court systems and the attitudes and personal fitness levels necessary for a career in the field. The interactive learning experiences increase understanding of critical subject matter, including crime scene investigation and evidence analysis, terrorism and Incident Command Systems. Students practice teamwork and professionalism and learn about interagency collaboration with related organizations. Upon successful completion of LEE 100, 200 and 300, students may earn 12<sup>th</sup> grade integrated science and ELA credits. Students will also have the opportunity to earn college credits for courses taken during the 300 level.

### **Course Description**

The Law Enforcement 300 course will provide an advanced experience to build on Law Enforcement 100 and 200 through a blending of rigorous academics and experiential activities, as well as physical and mental fitness. It progresses the student's knowledge on rules, regulations and standards students need to embrace for career success. The two cornerstone academic pieces are SUPA Forensic Chemistry 113 and Onondaga Community College Criminal Justice 215. Finally, to add the certification process each student will have the opportunity to take the New York State Security Guard Certification 8-hour pre-certification course. The culminating experience of the Law Enforcement curriculum happens in LEE 300 with an internship opportunity, performed with local law enforcement agencies.

### **Course Objectives**

1. Students will understand and apply the reasoning behind advanced personal and mental fitness as it applies to the law enforcement career field.
2. Students will be introduced to Forensic Chemistry and apply the principles to Crime Scene processing.
3. Students will study DNA and Serology evidence and understand the advances in these areas.
4. Students will certify in NYS Security Guard Pre-Certificate Training (8 hours) in order to advance their knowledge of the certification process.
5. Students will apply teamwork, communication skills and research practices to assigned projects.
6. Students will complete the *Introduction to Criminal Law in the United States* and earn the corresponding college credits.
7. Students will complete an internship with a local law enforcement agency.

### **Integrated Academics**

- Students will earn the 12<sup>th</sup> grade integrated ELA credit upon successful completion of LEE 100, 200, and 300.

- Students will earn the 12<sup>th</sup> grade integrated Science credit upon successful completion of LEE 100, 200, and 300.

### **Equipment and Supplies**

School will provide:

- TBD

Student will provide:

- Writing utensils – pens and pencils
- Notebook and filler paper

### **Textbook**

Hayes, Bill; Croddy, Marshall. Criminal Justice in America, 5<sup>th</sup> Edition. Los Angeles: Constitutional Rights Foundation, 2012

### **Grading**

- 25% Homework, quizzes, etc.
- 25% Tests, reports, projects
- 25% Class Participation
- 25% Drill and Physical Fitness

### **Additional Course Policies**

- Uniform Standard Operating Procedure applies
- Cell phones are prohibited during instruction

### **Course Calendar**

<b>Quarter</b>	<b>Units of Study</b>
1	<ul style="list-style-type: none"> <li>• Physical Fitness Assessment</li> <li>• Science, Pseudoscience and Statistics</li> <li>• Crime Scene Investigation</li> </ul>
2	<ul style="list-style-type: none"> <li>• DNA Analysis</li> <li>• Serology (Blood Spatter Evidence)</li> <li>• Internships</li> </ul>
3	<ul style="list-style-type: none"> <li>• NYS Security Guard Certification Training</li> <li>• Introduction to Criminal Law (Part 1)</li> <li>• Internships</li> </ul>
4	<ul style="list-style-type: none"> <li>• Introduction to Criminal Law (Part 2)</li> <li>• Internships</li> </ul>

**Syracuse City School District**  
**Career and Technical Education Program**  
**Scope and Sequence**  
**LEE 300: Law Enforcement 300**



Time Frame Unit of Study	Key Questions	Key Learning Targets (Students will know and be able to)	Assessment Evidence of Learning	CTE Standards	CCLS Literacy, ELA Math, Science
<b>Week 1</b>  <b>Introductions/ Expectations Communication in Law Enforcement and Forensic Science</b>  <b>SUPA Forensic Chemistry/PPE &amp; Lab Safety!</b>  <b>Initial Fitness Assessment</b>	<ul style="list-style-type: none"> <li>Who are we and what do we want to accomplish in this class?</li> <li>What are active learning strategies?</li> <li>How do our personal norms and attitudes shape who we are and how we relate to others/how others perceive us?</li> <li>What professional and academic skills are required in forensic science?</li> <li>Why is physical fitness important in law enforcement?</li> </ul>	<ul style="list-style-type: none"> <li>Understand individual and group dynamics and how it relates to interpersonal communication in law enforcement</li> <li>Explain the mindset, qualities and skills required for success in Forensic Science</li> <li>Describe the physical requirements for a career in law enforcement and determine baseline fitness levels</li> <li>Present a personal action plan for success</li> <li>Demonstrate proper hand washing, gloving and de-gloving</li> <li>Adhere to all safety protocols</li> </ul>	<ul style="list-style-type: none"> <li>Presentation: Active Learning Strategies Poster Teach Back</li> <li>Lab: Safety and practice</li> <li>Current events report of the week.</li> <li>Article: Active Learning Strategies</li> <li>Argument: OK-Corral Shootout</li> <li>Initial Physical Fitness Test (Cooper Institute for Aerobics Research)</li> <li>Fitness journaling with baseline results and personal improvement goals</li> </ul>	<b>Career Ready Practices</b> CRP2,4,5,6,8,10,11	<b>Literacy</b> RST.11-12.2,4 4,7,8,9 WHST.11-12.2, 4,7,9
				<b>Cluster Standards</b> HL5 LW5 ST4	<b>ELA</b> RSI.11-12.1,2,4,6 W.11-12.1,4,6 SL.11-12.1,2,4,5,6 L.11-12.1,2,3,4, 5,6
				<b>Pathway Standards</b> HL-BRD6 LW-ENF1,5,6 ST-SM3,4	<b>Science</b> NGSSP 3 HS-LS1-3 PS.S2.K1 PS.S6.K5
<b>Week 2</b>  <b>SUPA Forensic Science</b>  <b>Evidence in the Legal System</b>  <b>Weekly Drill &amp; Ceremony &amp; Physical</b>	<ul style="list-style-type: none"> <li>What are the legal foundations for criminal justice and the professional legal/ethical responsibilities of forensic scientists in the United States?</li> <li>How is Forensic Science portrayed in the Media?</li> </ul>	<ul style="list-style-type: none"> <li>Describe what is meant by the terms forensic science and criminalistics</li> <li>Explain the relationship between the law, basic science and applied science</li> <li>Explain how forensic science has developed through history to its present state</li> <li>Define Locard's Exchange Principle</li> </ul>	<ul style="list-style-type: none"> <li>Lab: Anthropometry</li> <li>POGIL: Historic Development of Forensic Science</li> <li>Debate: New Jersey v. T.L.O.</li> <li>Quiz Ch. 1</li> <li>Ch. Reading &amp; Questions</li> <li>Presentations</li> <li>Participation in weekly</li> </ul>	<b>Career Ready Practices</b> CRP2,4,6,8,10,11	<b>Literacy</b> RST.11-12.1,2,3, 4,7,8,9 WHST.11-12.1,2, 4,7,8,9
				<b>Cluster Standards</b> HL1,5 LW1,5,6 ST4,5,6	<b>ELA</b> RSI.11-12.1,2, 4,6 W.11-12.1,2,4, 5,6,7,8,9 SL.11-12.1,2,4,5,6 L.11.12.1-6

<b>Training</b>	<ul style="list-style-type: none"> <li>• Are you physically and mentally fit?</li> </ul>	<ul style="list-style-type: none"> <li>• Improve fitness levels and work as a member of a cohesive unit/team.</li> </ul>	<ul style="list-style-type: none"> <li>• drill and physical fitness training.</li> <li>• Current event reports</li> </ul>	<b>Pathway Standards</b> HL-BRD6 LW-ENF1,5,6,10, ST-SM2,3,4	<b>Science</b> NGSS 1,2,6,7 NGSSP 3 HS-LS1-3 PS.S2.K1 PS.S6.K5
<b>Week 3-4</b>  <b>SUPA Forensic Science</b>  <b>Crime Scene Investigation</b>	<ul style="list-style-type: none"> <li>• How is a crime scene processed?</li> <li>• What procedures are implemented at a crime scene and why are they important?</li> <li>• How is evidence collected and analyzed?</li> <li>• Are you physically and mentally fit?</li> </ul>	<ul style="list-style-type: none"> <li>• Explain when evidence is admissible and inadmissible in court</li> <li>• Describe types of comparison analyses and when they are used</li> <li>• Dramatize search patterns</li> <li>• Sequence the steps of a crime scene investigation from initiation to completion</li> <li>• Describe jobs assigned during an investigation, and apply respective skill sets to a model</li> <li>• Discuss the importance of the chain of custody and search warrants.</li> <li>• Apply crime scene vocabulary</li> <li>• Improve fitness levels</li> </ul>	<ul style="list-style-type: none"> <li>• Debate: New Jersey v. T.L.O.</li> <li>• Activity: Crime Scene Search Patterns</li> <li>• Activity: Crime Scene Reconstruction</li> <li>• Labs: Scavenger Hunt, Claymation, Fingernail Crud and Glitter Diatoms</li> <li>• Digital (Sketch Up) or Physical (Doll House) Crime Scene Reconstruction</li> <li>• Exam: Ch. 1 and 2</li> <li>• Participation in weekly drill and physical fitness</li> <li>• Current event reports</li> </ul>	<b>Career Ready Practices</b> CRP 2,4,6,8,10,11	<b>Literacy</b> RST.11-12.1,2,3, 4,7,8,9 WHST.11-12.1,2, 4,7,8,9
				<b>Cluster Standards</b> HL1,5 LW1,5,6 ST4,5,6	<b>ELA</b> RSI.11-12.1,2, 4,6 W.11-12.2,4,6 SL.11-12.1,2,4, 5,6 L.11-12.1-6
				<b>Pathway Standards</b> HL-BRD6 LW-ENF1,5,6,10, ST-SM2,3,4	<b>Science</b> NGSS 1,2,6,7 NGSSP 3 HS-LS1-3 PS.S2.K1 PS.S6.K5
<b>Week 5-7</b>  <b>SUPA Forensic Science</b>  <b>Science, Pseudoscience and Statistics</b>	<ul style="list-style-type: none"> <li>• What is Science?</li> <li>• What is Pseudoscience?</li> <li>• How can scientific methods help solve problems?</li> <li>• How are statistics and probability used in Forensic Science?</li> <li>• How do we estimate the reliability of measurements?</li> <li>• Are you physically and mentally fit?</li> </ul>	<ul style="list-style-type: none"> <li>• Explain what is necessary for science and the differences between science and pseudoscience</li> <li>• Describe the scientific method</li> <li>• Explain how the scientific method applies to forensic investigations</li> <li>• Explain what is meant by circumstantial evidence and describe its limitations</li> <li>• Explain what is meant by probability and statistics</li> <li>• Improve fitness levels and work as a team member</li> </ul>	<ul style="list-style-type: none"> <li>• Science vs Pseudoscience Mini-Video</li> <li>• Accuracy, Percent Error, Reliability</li> <li>• Metric System Notes</li> <li>• Dimensional Analysis Notes</li> <li>• Science vs Pseudo-Science POGIL</li> <li>• Article: Emperor in the Courtroom</li> <li>• Weekly drill and fitness</li> <li>• Current events report of the week</li> </ul>	<b>Career Ready Practices</b> CRP 2,4,5,8,11	<b>Literacy</b> RST.11-12.1,2,3, 4,7,8,9 WHST.11-12.1,2, 4,7,8,9
				<b>Cluster Standards</b> HL1 LW2,4,5 ST2,6	<b>ELA</b> RSI.11-12.1,2, 4,6 W.11-12.1,4,6 SL.11-12.1,2,4, 5,6 L.11-12.1-6
				<b>Pathway Standards</b> HL-BRD2,4 LW-ENF1,4,5,6,10, 12 ST-SM1,2,4	<b>Science</b> NGSS 1,2,6,7 HS-ETS1-2 NGSSP 3 HS-LS1-3 PS.S2.K1

					PS.S6.K5
<b>Week 8-10</b>  <b>SUPA Forensic Science</b>  <b>Microscopy &amp; Methods in Examining Biological Evidence</b>	<ul style="list-style-type: none"> <li>How do scientists accurately observe and measure evidence?</li> <li>Are you physically and mentally fit?</li> </ul>	<ul style="list-style-type: none"> <li>Measure and express precise measurements using correct units</li> <li>Convert between units</li> <li>Explain the SI system of measurement and how it works</li> <li>Improve fitness levels and work as a member of a cohesive unit/team</li> </ul>	<ul style="list-style-type: none"> <li>Microscope Lab</li> <li>Notes: Microscopy</li> <li>Reading Questions</li> <li>Intro 2 Exam: Ch. 3 and 4</li> <li>Participation in weekly drill and physical fitness</li> <li>Current event reports</li> </ul>	<b>Career Ready Practice</b> CRP2,8,11,12	<b>Literacy</b> RST.11-12.1,4 WHST.11-12.2,4
				<b>Cluster Standards</b> HL1 ST1,2,6	<b>ELA</b> RSI.11-12.1,4 W.11-12.4 SL.11-12.1 L.11-12.1,2,6
				<b>Pathway Standards</b> HL-BRD LW-ENF1,5 ST-SM1,2,4	<b>Science</b> NGSSP 1,2,3,7, 8 HS-PS4-5 HS-PS4-6 NGSSP 3 HS-LS1-3 PS.S2.K1 PS.S6.K5
<b>Week 11-14</b>  <b>SUPA Forensic Science</b>  <b>DNA Analysis</b>	<ul style="list-style-type: none"> <li>What is the structure of DNA and what are the forensic applications of DNA?</li> <li>How does Mitochondrial DNA and Y Chromosomal Typing work?</li> <li>What are DNA Databanks and how are they used in Forensic Science?</li> <li>Are you physically and mentally fit?</li> </ul>	<ul style="list-style-type: none"> <li>Diagram the DNA molecule</li> <li>Describe the chemical structure of DNA and its genetic information</li> <li>Describe how crime-scene evidence is processed for DNA</li> <li>Demonstrate collecting, packaging and analyzing crime scene DNA</li> <li>Compare and contrast genes, chromosomes, introns and exons</li> <li>Improve fitness levels and work as a member of a cohesive unit/team</li> </ul>	<ul style="list-style-type: none"> <li>DNA Extraction</li> <li>DNA POGIL</li> <li>Reading Questions</li> <li>DNA Genetic Record</li> <li>DNA Profiling Interactive</li> <li>Labs: Restriction Enzyme ID, DNA Extraction, Muscular Dystrophy</li> <li>Extension: Crime Scene DNA</li> <li>Paper PCR</li> <li>Participation in weekly fitness training</li> <li>Current event reports</li> </ul>	<b>Career Ready Practices</b> CRP 2,4,8,11	<b>Literacy</b> RST.11-12.1,2, 3,4,7,8,9 WHST.11-12.1, 2,4,7,8,9
				<b>Cluster Standards</b> HL1 LW2,4 ST2,6	<b>ELA</b> RSI.11-12.1,2, 4,6 W.11-12.1,2, 4-9 SL.11-12.1,2,4, 5,6 L.11-12.1-6
				<b>Pathway Standards</b> HL-BRD2,3,4 LW-ENF1,5,6,10, 12 ST-SM2,4	<b>Science</b> NGSSP 1,2,3,4, 6,7,8. HS-LS1-1 HS-LS3-1 HS-LS3-3 NGSSP 3 HS-LS1-3 PS.S2.K1 PS.S6.K5

<b>Week 15-17</b>  <b>SUPA Forensic Science</b>  <b>Serology: Blood Spatter</b>	<ul style="list-style-type: none"> <li>• How is blood identified at a crime scene?</li> <li>• How are blood patterns analyzed?</li> <li>• What is serology and how is it used to solve crimes?</li> <li>• How are Serology and other Biological Fluids analyzed?</li> <li>• Are you physically and mentally fit?</li> </ul>	<ul style="list-style-type: none"> <li>• Explain blood functions, types and hereditary patterns</li> <li>• Describe blood pattern analysis, how it reveals events and how blood is identified as human</li> <li>• Calculate blood alcohol concentrations</li> <li>• Improve fitness levels and work as a member of a cohesive unit/team</li> </ul>	<ul style="list-style-type: none"> <li>• Ernie's Exit Lab</li> <li>• Blood Basics Online (Computer Lab)</li> <li>• Blood Spatter Lab- single &amp; multiple droplets</li> <li>• Reading Questions</li> <li>• Participation in weekly fitness training</li> <li>• Current events report of the week</li> </ul>	<b>Career Ready Practices</b> CRP 2,4,8,11	<b>Literacy</b> RST.11-12.1,2,3,4,7,8,9 WHST.11-12.2,4,7,8,9
				<b>Cluster Standards</b> HL1,3 LW3,4 ST2,6	<b>ELA</b> RSI.11-12.1,4 W.11-12.4 SL.11-12.1 L.11-12.1,2,6
				<b>Pathway Standards</b> HL-BRD2,4 LW-ENF1,10,12 ST-SM1,2,4	<b>Science</b> NGSSP 1,2,3,4,6,7,8 HS-PS 2-3 NGSSP 3 HS-LS1-3 PS.S2.K1 PS.S6.K5
<b>Week 18-20</b>  <b>SUPA Forensic Science</b>  <b>Anatomical Evidence: Outside Story</b>	<ul style="list-style-type: none"> <li>• What are the skin's components and what is its role in crime scene investigations?</li> <li>• How are fingerprints identified and classified?</li> <li>• How is fiber evidence analyzed in a crime scene?</li> <li>• Are you physically and mentally fit?</li> </ul>	<ul style="list-style-type: none"> <li>• Describe the structures and functions of the skin</li> <li>• Explain skin ridge patterns and how they are detected as fingerprints</li> <li>• Utilize fingerprint classifications, including the primary (Henry System) "fraction" calculations and discuss the three fundamental principles of fingerprinting</li> <li>• Analyze the pores and spots between the friction ridges using tertiary classification</li> <li>• Improve fitness levels toward personal goals</li> </ul>	<ul style="list-style-type: none"> <li>• Fingerprint Lab</li> <li>• Fiber Microscopy</li> <li>• Fiber Burn Testing</li> <li>• Reading Questions</li> <li>• Activity: Chemical Reactions Demonstration</li> <li>• Extension: Op-Ed: Debunk FBI Hair Forensics</li> <li>• Activity: Skin Model</li> <li>• Demonstration: Latent Fingerprint visualization methods</li> <li>• Participation in fitness training</li> <li>• Current event reports</li> </ul>	<b>Career Ready Practices</b> CRP2,4,8,11	<b>Literacy</b> RST.11-12.1,2,3,4,7,8,9 WHST.11-12.1,2,4,7,8,9
				<b>Cluster Standards</b> HL1 LW2,4 ST2,6	<b>ELA</b> RSI.11-12.1,4 W.11-12.4 SL.11-12.1 L.11-12.1,2,6
				<b>Pathway Standards</b> HL-BRD2,4 LW-ENF1,10,12 ST-SM1,2,4	<b>Science</b> NGSSP 1,2,3,6,7,8 HS-LS1-2 NGSSP 3 HS-LS1-3 PS.S2.K1 PS.S6.K5
<b>Week 21</b>  <b>New York State 8-Hour Security</b>	<ul style="list-style-type: none"> <li>• What are the standards to work as a certified NYS Security</li> </ul>	<ul style="list-style-type: none"> <li>• Understand the academic requirements to be a certified security guard in NYS</li> </ul>	<ul style="list-style-type: none"> <li>• Resumes</li> <li>• Participation in weekly drill and physical</li> </ul>	<b>Career Ready Practices</b>	<b>Literacy</b> RST.11-12.1,2,4,6 WHST.11-12.4,5,6

<b>Guard Certification</b>	Guard <ul style="list-style-type: none"><li>Are you physically and mentally fit?</li></ul>	<ul style="list-style-type: none"> <li>Complete the 8 hour pre course certification for NYS</li> <li>Understand the daily challenges of local law enforcement agencies</li> <li>Improve fitness</li> </ul>	fitness	<b>Cluster Standards</b> CRP8,10,12,	<b>ELA</b> RSI.11-12.1,2,4 SL.11-12.1,6 L.11-12.1,2,3, 5,6
				<b>Pathway Standards</b> LW1,4,5,6,8,9,10	<b>Science</b> NGSSP 3 HS-LS1-3 PS.S2.K1 PS.S6.K5
<b>Week 22</b>  <b>(Onondaga Community College CJ 215 “Criminal Law” or OCC CJ 215)</b>  <b>Chapter 1: Criminal Law: Purposes, Scope and Sources</b>  <b>Internships</b>	<ul style="list-style-type: none"> <li>Where do we as a country and state derive our laws?</li> <li>What procedural processes do we follow in order to ensure due process of the law?</li> <li>How can an internship assist your learning?</li> <li>Are you physically and mentally fit?</li> </ul>	<ul style="list-style-type: none"> <li>Define and differentiate the function of various courts and the jurisdictional power of each</li> <li>Demonstrate professionalism as the student interacts with outside agencies</li> <li>Understand the daily challenges of local law enforcement agencies</li> <li>Improve fitness levels</li> </ul>	<ul style="list-style-type: none"> <li>Weekly quiz</li> <li>Resumes</li> <li>Weekly internship journal entries</li> <li>Participation in weekly drill and physical fitness</li> </ul>	<b>Career Ready Practices</b> CRP2,4,8,11	<b>Literacy</b> RST.11-12.1,2,4,6 WHST.11-12.4,5, 6
				<b>Cluster Standards</b> LW1,2,3,5,8,9	<b>ELA</b> RSI.11-12.1,2,4,7 W.11-12.2,4-8 SL.11-12.1,2,6 L.11-12.1-6
				<b>Pathway Standards</b>	<b>Science</b> NGSSP 3 HS-LS1-3 PS.S2.K1 PS.S6.K5
<b>Week 23</b>  <b>OCC CJ 215 “Criminal Law”</b>  <b>Chapter 2: Jurisdiction</b> <b>Chapter 3: Essential Elements of a Crime</b>  <b>Internships</b>	<ul style="list-style-type: none"> <li>What does jurisdiction mean?</li> <li>What are the jurisdictional lines in your community, county or state for police agencies?</li> <li>What elements need to be present in order for criminal charges?</li> <li>Are you physically and mentally fit?</li> </ul>	<ul style="list-style-type: none"> <li>Identify basic prima facie elements required for criminal charges</li> <li>Demonstrate professionalism as the student interacts with outside agencies</li> <li>Understand the daily challenges of local law enforcement agencies</li> <li>Improve fitness levels</li> </ul>	<ul style="list-style-type: none"> <li>Weekly quiz</li> <li>Internship writing project</li> <li>Resumes</li> <li>Weekly internship journal entries</li> <li>Participation in weekly drill and physical fitness</li> </ul>	<b>Career Ready Practices</b> CRP2,4,8,11	<b>Literacy</b> RST.11-12.1,2,3,4 ,8 WHST.11-12. 3,4, 10
				<b>Cluster Standards</b> LW2,3,8,9	<b>ELA</b> RSI.11-12.1,2, 4,7 W.11-12.2,4-8 SL.11-12.1,2,6 L.11-12.1-6
				<b>Pathway Standards</b>	<b>Science</b> NGSSP 3 HS-LS1-3 PS.S2.K1 PS.S6.K5
<b>Week 24</b>  <b>OCC CJ 215</b>	<ul style="list-style-type: none"> <li>What are the elements necessary to prove</li> </ul>	<ul style="list-style-type: none"> <li>Understand liability and how it applies to evidence</li> </ul>	<ul style="list-style-type: none"> <li>Weekly quiz</li> <li>Resumes</li> </ul>	<b>Career Ready Practices</b> CRP2,4,8,11	<b>Literacy</b>



<b>“Criminal Law”</b>  <b>Chapter 4: Criminal Liability</b>  <b>Internships</b>	liability? • What levels are needed for liability? • Are you physically and mentally fit?	• Describe the difference between criminal and civil courts • Demonstrate professionalism as the student interacts with outside agencies • Understand challenges of local law enforcement agencies • Improve fitness levels	• Weekly internship journal entries • Participation in weekly drill and physical fitness training		
				<b>Cluster Standards</b> LW1,2,3,8,9	<b>ELA</b> RSI.11-12.1,2, 4,7 W.11-12.2,4-8 SL.11-12.1,2,6 L.11-12.1-
				<b>Pathway Standards</b>	<b>Science</b> NGSSP 3 HS-LS1-3 PS.S2.K1 PS.S6.K5
<b>Week 25</b>  <b>OCC CJ 215 “Criminal Law”</b>  <b>Chapter 5: Criminal Responsibility and the Capacity to Commit a Crime</b>  <b>Internships</b>	• What is motive? • How are the elements of a crime connected to proving guilt? • What is mens rea? • What is actus rea? • Are you physically and mentally fit?	• Describe the levels of proof for a criminal trial • Understand the mental capacity of a person and how it applies to guilt or innocence • Demonstrate professionalism as the student interacts with outside agencies • Understand challenges of local law enforcement agencies • Improve fitness levels	• Quiz #1 (Chapters 1-4) • Resumes • Weekly internship journal entries • Participation in weekly drill and physical fitness training	<b>Career Ready Practices</b> CRP2,4,8,11	<b>Literacy</b>
				<b>Cluster Standards</b> LW2,3,7,8,9	<b>ELA</b> RSI.11-12.1,2, 4,7 W.11-12.2,4-8 SL.11-12.1,2,6 L.11-12.1-6
				<b>Pathway Standards</b>	<b>Science</b> NGSSP 3 HS-LS1-3 PS.S2.K1 PS.S6.K5
<b>Week 26</b>  <b>OCC CJ 215 “Criminal Law”</b>  <b>Chapter 6: Law Governing the Use of Force</b>  <b>Internships</b>	• What cases have shaped the laws governing the use of force? • What is a force continuum? • Are you physically and mentally fit?	• Explain the procedural rules and constitutional framework governing arrest, search and seizure • Ensure that you can recognize the minimum amount of force needed for scenarios • Demonstrate professionalism as the student interacts with outside agencies • Understand challenges of local law enforcement agencies • Improve fitness levels	• Weekly quiz • Resumes • Weekly internship journal entries • Participation in weekly drill and physical fitness	<b>Career Ready Practices</b> CRP 2,4,8,11	<b>Literacy</b> RST.11-12.1-6 WHST.11-12.2,3, 4,5,10
				<b>Cluster Standards</b> LW2,3,5,6,8,9,10	<b>ELA</b> RSI.11-12.1,2,4,7 W.11-12.2,4-8 SL.11-12.1,2,6 L.11-12.1-6
				<b>Pathway Standards</b>	<b>Science</b> NGSSP 3 HS-LS1-3 PS.S2.K1 PS.S6.K5

<b>Week 27</b>  <b>OCC CJ 215</b> <b>“Criminal Law”</b>  <b>Chapter 7: Other Criminal Defenses and Chapter 8: Criminal Punishments</b>  <b>Internship</b>	<ul style="list-style-type: none"> <li>How does each case begin after arraignment?</li> <li>What is the level of proof needed to prove guilt in a criminal case?</li> <li>What are the four elements of our corrections system?</li> <li>Are you physically and mentally fit?</li> </ul>	<ul style="list-style-type: none"> <li>Describe the rules of evidence</li> <li>Identify the steps of pretrial, trial, and sentencing procedures</li> <li>Identify the levels of corrections in the U.S.</li> <li>Demonstrate professionalism as the student interacts with outside agencies</li> <li>Understand the daily challenges of local law enforcement agencies</li> <li>Improve fitness levels</li> </ul>	<ul style="list-style-type: none"> <li>Weekly quiz</li> <li>Resumes</li> <li>Weekly internship journal entries</li> <li>Participation in weekly drill and physical fitness training</li> </ul>	<b>Career Ready Practices</b> CRP 2,4,8,11	<b>Literacy</b> RST.11-12.1-6 WHST.11-12.2,3,4,5,10
				<b>Cluster Standards</b> LW1,2,3,8,9	<b>ELA</b> RSI.11-12.1,2,4,7 W.11-12.2,4-8 SL.11-12.1,2,6 L.11-12.1-6
				<b>Pathway Standards</b>	<b>Science</b> NGSSP 3 HS-LS1-3 PS.S2.K1 PS.S6.K5
<b>Week 28</b>  <b>OCC CJ 215</b> <b>“Criminal Law”</b>  <b>Chapter 9: Free Speech, Public Order Crimes, and the Bill of Rights</b>  <b>Internships</b>	<ul style="list-style-type: none"> <li>What does each of the first 10 amendments protect?</li> <li>How does the first amendment apply to speech, religion, assembly and the press?</li> <li>Are you physically and mentally fit?</li> </ul>	<ul style="list-style-type: none"> <li>Identify which amendments protect which rights</li> <li>Understand how the Bill of Rights works in conjunction with NYS Penal Law</li> <li>Demonstrate professionalism as the student interacts with outside agencies</li> <li>Understand the daily challenges of local law enforcement agencies</li> <li>Improve fitness levels</li> </ul>	<ul style="list-style-type: none"> <li>Weekly quiz</li> <li>Resumes</li> <li>Weekly internship journal entries</li> <li>Participation in weekly drill and physical fitness</li> </ul>	<b>Career Ready Practices</b> CRP2,4,8,11	<b>Literacy</b> RST.11-12.1-6 WHST.11-12.2,3,4,5,10
				<b>Cluster Standards</b> LW2,3,5,9	<b>ELA</b> RSI.11-12.1,2,4,7 W.11-12.2,4-8 SL.11-12.1,2,6 L.11-12.1-6
				<b>Pathway Standards</b>	<b>Science</b> NGSSP 3 HS-LS1-3 PS.S2.K1 PS.S6.K5
<b>Week 29</b>  <b>OCC CJ 215</b> <b>“Criminal Law”</b>  <b>Chapter 10: Homicide Internships</b>	<ul style="list-style-type: none"> <li>What elements are needed to prove a murder charge?</li> <li>What are the key things to remember when processing a crime scene?</li> <li>What are the different levels of homicide in criminal court?</li> <li>Are you physically and mentally fit?</li> </ul>	<ul style="list-style-type: none"> <li>Understand the different elements needed to prove for murder and manslaughter</li> <li>Identify the types of proof that can establish motive and other necessary key factors</li> <li>Demonstrate professionalism as the student interacts with outside agencies</li> <li>Understand the daily challenges of local law enforcement agencies</li> <li>Improve fitness levels</li> </ul>	<ul style="list-style-type: none"> <li>Quiz (Chapters 5-9)</li> <li>Resumes</li> <li>Weekly internship journal entries</li> <li>Participation in weekly drill and physical fitness training</li> </ul>	<b>Career Ready Practices</b> CRP2,4,8,11	<b>Literacy</b> RST.11-12.1-6 WHST.11-12.2,3,4,5,10
				<b>Cluster Standards</b> LW1,2,3,9	<b>ELA</b> RSI.11-12.1,2,4,7,9 W.11-12.2-7 SL.11-12.1,2,4,5,6 L.11-12.1,2,3,5,6
				<b>Pathway Standards</b>	<b>Science</b> NGSSP 3 HS-LS1-3

					PS.S2.K1 PS.S6.K5
<b>Week 30</b>  <b>OCC CJ 215</b> <b>“Criminal Law”</b>  <b>Chapter 11:</b> <b>Assault, Battery and other Crimes Against Person</b>  <b>Internships</b>	<ul style="list-style-type: none"> <li>• What are the differences between assault and battery?</li> <li>• What NY State Penal Laws cover crimes against persons?</li> <li>• Are you physically and mentally fit?</li> </ul>	<ul style="list-style-type: none"> <li>• Identify the elements of crimes against persons</li> <li>• Apply knowledge to charges to ensure proper applications</li> <li>• Demonstrate professionalism as the student interacts with outside agencies</li> <li>• Understand the daily challenges of local law enforcement agencies</li> <li>• Improve fitness levels</li> </ul>	<ul style="list-style-type: none"> <li>• Weekly Quiz</li> <li>• Resumes</li> <li>• Weekly internship journal entries</li> <li>• Participation in weekly drill and physical fitness</li> </ul>	<b>Career Ready Practices</b> CRP 2,4,8,11	<b>Literacy</b> RST.11-12.1-6 WHST.11-12.2,3,4,5,10
				<b>Cluster Standards</b> LW 3,6,9	<b>ELA</b> RSI.11-12.1,2,4,7,9 W.11-12.2-7 SL.11-12.1,2,4,5,6 L.11-12.1,2,3,5,6
				<b>Pathway Standards</b>	<b>Science</b> NGSSP 3 HS-LS1-3 PS.S2.K1 PS.S6.K5
<b>Week 31</b>  <b>OCC CJ 215</b> <b>“Criminal Law”</b>  <b>Chapter 12:</b> <b>Sexual Assault, Rape, Prostitution and Related Sex Crimes</b>  <b>Internships</b>	<ul style="list-style-type: none"> <li>• What are the challenges to proving sexual assault and other related sex crimes?</li> <li>• What initiatives work best to investigate sexual crimes?</li> <li>• Are you physically and mentally fit?</li> </ul>	<ul style="list-style-type: none"> <li>• Identify best practices for crime scene processing of sexual crimes</li> <li>• Explain the historic precedents in sexual crime court decisions</li> <li>• Demonstrate professionalism as the student interacts with outside agencies</li> <li>• Understand the daily challenges of local law enforcement agencies</li> <li>• Improve fitness levels</li> </ul>	<ul style="list-style-type: none"> <li>• Weekly Quiz</li> <li>• Resumes</li> <li>• Weekly internship journal entries</li> <li>• Participation in weekly drill and physical fitness</li> </ul>	<b>Career Ready Practices</b> CRP2,4,8,11	<b>Literacy</b> RST.11-12.1-6 WHST.11-12.2,3,4,5,10
				<b>Cluster Standards</b> LW3,9	<b>ELA</b> RSI.11-12.1,2,4,7,9 W.11-12.2-7 SL.11-12.1,2,4,5,6 L.11-12.1,2,3,5,6
				<b>Pathway Standards</b>	<b>Science</b> NGSSP 3 HS-LS1-3 PS.S2.K1 PS.S6.K5
<b>Week 32</b>  <b>OCC CJ 215</b> <b>“Criminal Law”</b>  <b>Chapter 13:</b> <b>Theft and</b> <b>Chapter 14:</b>	<ul style="list-style-type: none"> <li>• What are the differences in larceny, robbery and burglary elements?</li> <li>• What are the sentencing guidelines for theft related crimes?</li> </ul>	<ul style="list-style-type: none"> <li>• Identify the elements of theft related crimes</li> <li>• Describe how the addition of weapons to a theft add to the seriousness of the charges</li> <li>• Demonstrate professionalism as the student interacts with outside agencies</li> </ul>	<ul style="list-style-type: none"> <li>• Weekly Quiz</li> <li>• Resumes</li> <li>• Weekly internship journal entries</li> <li>• Participation in weekly drill and physical fitness training</li> </ul>	<b>Career Ready Practices</b> CRP2,4,8,11	<b>Literacy</b> RST.11-12.1-4 WHST.11-12.2,3,4,5,10
				<b>Cluster Standards</b> LW3,6,9	<b>ELA</b> RSI.11-12.1,2,4,7,9 W.11-12.2-7

<b>Robbery, Burglary and Related Crimes Internships</b>	<ul style="list-style-type: none"> <li>What complications occur during trials for theft related crimes?</li> <li>Are you physically and mentally fit?</li> </ul>	<ul style="list-style-type: none"> <li>Understand the daily challenges of local law enforcement agencies</li> <li>Improve fitness levels</li> </ul>			SL.11-12.1,2,4,5,6 L.11-12.1,2,3,5,6
				<b>Pathway Standards</b>	<b>Science</b> NGSSP 3 HS-LS1-3 PS.S2.K1 PS.S6.K5
<b>Week 33</b>  <b>OCC CJ 215</b> <b>“Criminal Law”</b>  <b>Chapter 15: White-Collar, Cyber and Commercial Crime</b>  <b>Internships</b>	<ul style="list-style-type: none"> <li>What crimes have become more frequent in the last two decades due to better information technology?</li> <li>What does “White-Collar Crime” mean?</li> <li>Are you physically and mentally fit?</li> </ul>	<ul style="list-style-type: none"> <li>Identify white-collar crimes in contrast to other crimes</li> <li>Explain the latest trends in Cyber and Commercial Crimes</li> <li>Understand how law enforcement agencies are keeping up with new technology</li> <li>Demonstrate professionalism as the student interacts with outside agencies</li> <li>Understand challenges of local law enforcement agencies</li> <li>Improve fitness levels</li> </ul>	<ul style="list-style-type: none"> <li>Quiz #3 (Chapters 10-14)</li> <li>Resumes</li> <li>Weekly internship journal entries</li> <li>Participation in weekly drill and physical fitness training</li> </ul>	<b>Career Ready Practices</b> CRP2,4,8,11	<b>Literacy</b> RST.11-12.1-4 WHST.11-12.2,3,4,5,10
				<b>Cluster Standards</b> LW1,3,4,5,9,10	<b>ELA</b> RSI.11-12.1,2,4,7,9 W.11-12.2-7 SL.11-12.1,2,4,5,6 L.11-12.1,2,3,5,6
				<b>Pathway Standards</b>	<b>Science</b> NGSSP 3 HS-LS1-3 PS.S2.K1 PS.S6.K5
<b>Week 34</b>  <b>OCC CJ 215</b> <b>“Criminal Law”</b>  <b>Chapter 16: Drug Abuse and Alcohol Related Crimes</b>  <b>Internships</b>	<ul style="list-style-type: none"> <li>What laws identify drugs in relation to criminal activity?</li> <li>How do drug abuse and alcohol use increase criminal activity?</li> <li>What processes are needed in law enforcement to identify drug and alcohol use?</li> <li>Are you physically and mentally fit?</li> </ul>	<ul style="list-style-type: none"> <li>Describe common drug and alcohol related crimes</li> <li>Identify U.S. trends in drug and alcohol crimes over the past three decades</li> <li>Understand identification techniques in drug &amp; alcohol equipment for law enforcement</li> <li>Demonstrate professionalism as the student interacts with outside agencies</li> <li>Understand challenges of local law enforcement agencies</li> <li>Improve fitness levels</li> </ul>	<ul style="list-style-type: none"> <li>Weekly Quiz</li> <li>Resumes</li> <li>Weekly internship journal entries</li> <li>Participation in weekly drill and physical fitness</li> </ul>	<b>Career Ready Practices</b> CRP2,4,8,11	<b>Literacy</b> RST.11-12.1-4,6,8 WHST.11-12.2,3,4,5,10
				<b>Cluster Standards</b> LW3,6,9	<b>ELA</b> RSI.11-12.1,2,4,7,9 W.11-12.2-7 SL.11-12.1,2,4,5,6 L.11-12.1,2,3,5,6
				<b>Pathway Standards</b>	<b>Science</b> NGSSP 3 HS-LS1-3 PS.S2.K1 PS.S6.K5
<b>Week 35</b>  <b>OCC CJ 215</b>	<ul style="list-style-type: none"> <li>What is the Patriot Act?</li> </ul>	<ul style="list-style-type: none"> <li>Identify the elements that make a crime an act of terrorism</li> </ul>	<ul style="list-style-type: none"> <li>Weekly Quiz</li> <li>Resumes</li> </ul>	<b>Career Ready Practices</b> CRP2,4,8,11	<b>Literacy</b> RST.11-12.1,3,4,6,8

<b>“Criminal Law”</b>  <b>Chapter 17: Terrorism</b>  <b>Internships</b>	<ul style="list-style-type: none"> <li>• What acts of terrorism have become most common?</li> <li>• Who has jurisdiction over terrorist activities?</li> <li>• Are you physically and mentally fit?</li> </ul>	<ul style="list-style-type: none"> <li>• Describe the key court decisions that have shaped terrorism laws</li> <li>• Understand the protocol between local and federal agencies for terrorism</li> <li>• Demonstrate professionalism as the student interacts with outside agencies</li> <li>• Understand challenges of local law enforcement agencies</li> <li>• Improve fitness levels</li> </ul>	<ul style="list-style-type: none"> <li>• Weekly internship journal reflections</li> <li>• Participation in weekly drill and physical fitness</li> </ul>		WHST.11-12.2,3,4,5,10
				<b>Cluster Standards</b> LW3,4,5,8,9	<b>ELA</b> RSI.11-12.1,2,4,7,9 W.11-12.2-7 SL.11-12.1,2,4,5,6 L.11-12.1,2,3,5,6
				<b>Pathway Standards</b>	<b>Science</b> NGSSP 3 HS-LS1-3 PS.S2.K1 PS.S6.K5
<b>Week 36</b>  <b>OCC CJ 215 “Criminal Law”</b>  <b>Chapter 18: Organized Crime and Gangs</b>  <b>Internships</b>	<ul style="list-style-type: none"> <li>• What is RICO?</li> <li>• How does organized crime and gang activity increase other crimes?</li> <li>• Where do organized criminals and gangs thrive? Why?</li> <li>• Are you physically and mentally fit?</li> </ul>	<ul style="list-style-type: none"> <li>• Explain the geographic centers of organized and gang related crimes over the past two decades</li> <li>• Understand the difference between federal and local laws that apply to organized crime</li> <li>• Demonstrate professionalism as the student interacts with outside agencies</li> <li>• Understand the daily challenges of local law enforcement agencies</li> <li>• Improve fitness levels</li> </ul>	<ul style="list-style-type: none"> <li>• Weekly Quiz</li> <li>• Resumes</li> <li>• Weekly internship journal entries</li> <li>• Participation in weekly drill and physical fitness</li> </ul>	<b>Career Ready Practices</b> CRP 2,4,8,11	<b>Literacy</b> RST.11-12.1,3,4,7,8, WHST.11-12.2,3,4,5,10
				<b>Cluster Standards</b> LW 3,4,5,8,9	<b>ELA</b> RSI.11-12.1,2,4,7,9 W.11-12.2-7 SL.11-12.1,2,4,5,6 L.11-12.1,2,3,5,6
				<b>Pathway Standards</b>	<b>Science</b> NGSSP 3 HS-LS1-3 PS.S2.K1 PS.S6.K5
<b>Week 37</b>  <b>OCC CJ 215 “Criminal Law”</b>  <b>Chapter 19: Immigration Crimes, Contempt and Other Crimes</b>	<ul style="list-style-type: none"> <li>• What is ICE?</li> <li>• What is a Sanctuary City?</li> <li>• How can the Fifth Amendment be used?</li> <li>• What agency enforces crimes against the federal governments?</li> <li>• How has technology changed the ability to</li> </ul>	<ul style="list-style-type: none"> <li>• Understand how the government enforces immigration policy</li> <li>• Describe contempt crimes</li> <li>• Identify different crimes against the government</li> <li>• Recognize technological advances that contribute to crimes against the government</li> <li>• Demonstrate professionalism</li> </ul>	<ul style="list-style-type: none"> <li>• Quiz #4 (Chapters 15-19)</li> <li>• Resumes</li> <li>• Weekly internship journal entries</li> <li>• Participation in weekly drill and physical fitness</li> </ul>	<b>Career Ready Practices</b> CRP2,4,8,11	<b>Literacy</b> RST.11-12.1-5,8,10 WHST.11-12.2-1,8,10
				LW2,3,4,5,9,10	<b>ELA</b> RSI.11-12.1,2,7,9 W.11-12.2-7 SL.11-12.1,2,4,5,6 L.11-12.1,2,3,5,6

<b>Against the Government Internships</b>	commit crimes against the government? • Are you physically and mentally fit?	as the student interacts with outside agencies • Improve fitness levels		<b>Pathway Standards</b>	<b>Science</b> NGSSP 3 HS-LS1-3 PS.S2.K1 PS.S6.K5
<b>Week 38-40</b>  <b>Review and Final Exam</b> <b>OCC CJ 215</b> <b>“Criminal Law”</b>	• What were the main learning points for the last semester in “Criminal Law” • Are you physically and mentally fit?	• Demonstrate a base of knowledge in the area of criminal law • Improve fitness levels	• Final Exam • Legal Brief • Resumes • Weekly internship journal entries • Participation in weekly drill and physical fitness	<b>Career Ready Practices</b> CRP2,4,7,8,11	<b>Literacy</b> RST.11-12.1-6,8 WHST.11-12.2-5, 10
				<b>Cluster Standards</b> LW1,2,3,4,8,10	<b>ELA</b> RSI.11-12.1,2,4,7, 9 W.11-12.2-7 SL.11-12.1,2,4,5,6 L.11-12.1,2,3,5,6
				<b>Pathway Standards</b>	<b>Science</b> NGSSP 3 HS-LS1-3 PS.S2.K1 PS.S6.K5