

Imperial Valley Regional Occupational Program  
 687 State Street, El Centro, CA 92243  
 (760) 482-2600 • Fax (760) 482-2751 • Website: [www.ivrop.org](http://www.ivrop.org) • Email: [info@ivrop.org](mailto:info@ivrop.org)  
**Course Title: Legal Services/Law Enforcement (CUHS 12<sup>th</sup> Grade) Instructor: Van Driessche Hours: 180**

Major Units of Instruction Information Technology Sector – Information Support and Services Pathway (A)	Key Assignments/ Common Assessments	Standards (Anchor / Pathway)	Academic / Common Core Standards
1. Essential Employability / Career Preparation Skills	IVROP Common Assessments: Oral Presentation Assignment, Application and Resume Assignment(s) Portfolio?	2.0 Comm. 2.0 Comm, 3.0 Career Plan	LS 9-10, 11-12.6 SLS 11 – 12.2
2. INTRODUCTION TO ADMINISTRATION OF JUSTICE a. Understand classroom rules, curriculum and objectives b. Explain proper procedure for recording (journal entries) lecture c. Review law enforcement professional standards regarding morals, values and ethics d. Identify the objectives of the Criminal Justice e. Understand the roles of Criminal Justice	Students will work in groups of three to collect clippings and stories from newspapers, magazines, and the Web to do a short presentation noting which criminal justice-related topics (such as individual rights, social control, policing, terrorism, and violent crime) receive the most coverage. Students will have seven minutes in class to present their findings to the other students.  There will be a summative test at the end of the chapter.	1.0, 2.0, 3.0, 4.0 5.0, 7.0, 8.0, 9.0 10.0, 11.0 A 1.2, A 1.3, A 1.4, A 1.5, A 5.1, C 4.1, C 4.4	SLS 9-10, 11-12.2 LS 9-10,11-12.6 WS 11-12.7 SLS 11-12.1d SLS 11-12.1b
3. THEORIES OF CRIMINOLOGY a. Analyze effect of human behavior patterns regarding crime in society b. Analyze criminological theories (classical school, biological, psychobiological, psychological, sociological, social process and conflict theories c. Analyze theories regarding the criminal mind	Students will be asked to list the basic assumptions of classical theories of crime causation, and describe the neoclassical perspective. The student's answers will be documented in an essay following MLA format. Students will complete a second essay during this unit in which they explain how mapping of human DNA has enhanced contemporary psychobiological understandings of criminal behavior.  There will be a summative test at the end of the chapter.	1.0, 2.0, 4.0, 5.0, 9.0, 10.0 A 5.2, C 4.1, C 4.4	SLS 11-12.2 LS 9-10,11-12.6 WS 11-12.7 SLS 11-12.1b

Major Units of Instruction Information Technology Sector – Information Support and Services Pathway (A)	Key Assignments/ Common Assessments	Standards (Anchor / Pathway)	Academic / Common Core Standards
<b>4. Policing</b> a. Study historical development of b. Understand policing practices implemented today c. Understand mission of police and identify various operational strategies d. Analyze professionalism and	<p>During this chapter students will be required to write a summative essay following MLA guidelines. The essay will identify the three styles of police described in the chapter. Students will discuss how the three styles differ and relate which style of policing would characterize the community in which they live.</p> <p>There will be a summative test at the end of the chapter.</p>	1.0, 2.0, 5.0, 6.2, 8.0, 9.0,10.0 A 2.0, A 2.1, C 1.0,	SLS 11-12.2 RSTS 9-10, 11-12.4 WS 11-12.7 SLS 11-12.1b SLS 11-12.1d
<b>5. Laws of Arrest, Search and Seizure</b> a. Recognize the type and conditions under which a legal search may be made b. Understand the definition of terms pertaining to the laws of arrest c. Define and recognize procedures followed to safeguard evidence d. Describe and explain the laws of arrest and arrestable offenses involving misdemeanor and felony offenses	<p>During this chapter students will each create a PowerPoint presentation summarizing the Miranda decision. Students will research the court's decision. Students will be asked to decide if there are any rights they would add to, or remove from the Miranda right. Students must add a minimum of one additional right and remove one right. Students will then present their findings to the class.</p> <p>There will be a summative test at the end of the chapter.</p>	1.0 2.0, C 1.0, C 4.0, C 4.1, C 4.3, C 4.5, C 9.0, C 9.6, C9.7	SLS 11-12.2 LS 9-10,11-12.6 WS 11-12.7 SLS 11-12.1d SLS 11-12.1b
<b>6. Court Process</b> a. Study and analyze the structure and organization of the State and Federal court b. Analyze the role and responsibilities of courtroom participants (judge, prosecutor, defense counsel, bailiff, reporter, clerk)	<p>During this chapter students will have to create a PowerPoint presentation explaining the hearsay rule and what exceptions to the hearsay rule the courts have recognized. Student will</p>	1.0, 2.0, 4.0, 5.0, 10.0 C 1.5, C 4.5, C 4.8, C 9.17 C 9.10	SLS 11-12.2 LS 9-10,11-12.6 WS 11-12.7

Major Units of Instruction Information Technology Sector – Information Support and Services Pathway (A)	Key Assignments/ Common Assessments	Standards (Anchor / Pathway)	Academic / Common Core Standards
<ul style="list-style-type: none"> <li>c. Study the pretrial proceedings and understand the stages of a criminal trial</li> <li>d. Analyze sentencing options and goals</li> <li>e. Understand the purpose of the pre-sentence investigation</li> </ul>	<p>have to summarize the reasoning behind these exceptions and present their PowerPoint to the rest of the class.</p> <p>There will be a summative test at the end of the chapter.</p>		
<p><b>7. Probation, Parole and Community Corrections</b></p> <ul style="list-style-type: none"> <li>a. Analyze probation at county and federal levels</li> <li>b. Study the various conditions of parole and probation set by the Court systems</li> <li>c. Understand the duties and responsibilities of probation and Parole.</li> <li>d. Recognize and understand various intermediate sanctions</li> </ul>	<p>During this chapter students will visit the Dispute Resolution Resources Web page at <a href="http://adrr.com">http://adrr.com</a>. This web site provides essays on mediation and dispute resolution. Each student will select an essay and create a Power Point presentation. The presentation will summarize the key ideas of the essay. Students will then present this Power Point to the rest of the class.</p> <p>During this chapter students will write an essay following APA guidelines. The essay will be three pages and will list and explain the advantages and disadvantages of probation and parole. The essay must contain at least two sources and have in text citations.</p> <p>There will be a summative test at the end of the chapter.</p>	<p>1.0, 2.0, 4.0, 5.0, 9.0, 10.0                      A 2.0, A 4.2, A 5.1, C 4.0                      C 9.0</p>	<p>SLS 11-12.2                      LS 9-10,11-12.6                      WS 11-12.7                      SLS 11-12.1d                      SLS 11-12.1b</p>
<p><b>8. Prisons and Jails</b></p> <ul style="list-style-type: none"> <li>a. Analyze procedures of jail and prison functions.</li> <li>b. Study and review the emergence of prisons.</li> </ul>	<p>During this chapter students will create a spreadsheet where they</p>	<p>1.0, 2.0, 4.0, 5.0, 9.0, 10.0</p>	<p>SLS 11-12.2</p>

Imperial Valley Regional Occupational Program  
 687 State Street, El Centro, CA 92243  
 (760) 482-2600 • Fax (760) 482-2751 • Website: [www.ivrop.org](http://www.ivrop.org) • Email: [info@ivrop.org](mailto:info@ivrop.org)  
**Course Title: Legal Services/Law Enforcement (CUHS 12<sup>th</sup> Grade) Instructor: Van Driessche Hours: 180**

Major Units of Instruction Information Technology Sector – Information Support and Services Pathway (A)	Key Assignments/ Common Assessments	Standards (Anchor / Pathway)	Academic / Common Core Standards
<ul style="list-style-type: none"> <li>c. Assess current issues affecting prisons today.</li> <li>d. Describe role and duties of detention officer .</li> <li>e. Observe custodial facility and corrections tours.</li> </ul>	<p>collect data from the California prison population, compare the growth of the inmate populations to the national trend, and discuss the issue of prison overcrowding as it pertains to California.</p> <p>Students will also be taking a field trip to Centennial State Prison where they will get a tour of a maximum security facility and speak with inmates who are currently serving live sentences for crime they committed.</p> <p>Students will write a 3 page essay following APA guidelines. In the paper students will identify what types of criminal punishments were used before the advent of imprisonment as a criminal sanction and how early punishments influenced modern correctional philosophy. Students will have to have a minimum of two outside sources.</p>	<p>A 2.0, A 2.8, A 2.9, A 5.0</p>	<p>LS 9-10,11-12.6          WS 11-12.7          SLS 11-12.1d          SLS 11-12.1b</p>
<p>9. CPR</p> <ul style="list-style-type: none"> <li>a. Demonstrate basic techniques regarding life saving procedures, including 1<sup>st</sup> Aid and</li> <li>b. Participate in 1<sup>st</sup> Aid/CPR</li> <li>c. Attain CPR certification (Child/Adult)</li> </ul>	<p>Students will be test on basic first aid and CPR. Students will be evaluated on their first aid and CPR skills. Successful students will obtain a first aid CPR certification.</p>	<p>1.0, 2.0, 6.0, 9.0          B 4.0, B 4.6</p>	<p>SLS 9-10, 11-12.2          LS 9-10,11-12.6          RSTS 9-10, 11-12.4          SLS 11-12.1b</p>
<p>Total</p>		<p>180</p>	

Imperial Valley Regional Occupational Program  
 687 State Street, El Centro, CA 92243  
 (760) 482-2600 • Fax (760) 482-2751 • Website: [www.ivrop.org](http://www.ivrop.org) • Email: [info@ivrop.org](mailto:info@ivrop.org)  
**Course Title: Legal Services/Law Enforcement (CUHS 12<sup>th</sup> Grade) Instructor: Van Driessche Hours: 180**

Major Units of Instruction Information Technology Sector – Information Support and Services Pathway (A)	Key Assignments/ Common Assessments	Standards (Anchor / Pathway)	Academic / Common Core Standards
---	--	---------------------------------	-------------------------------------

**Cross-Cutting Anchor Standards and Related Common Core Standards** - Detailed version for each Industry Sector available at link on IVROP web page.

- |  |   |
|--|---|
| <ol style="list-style-type: none"> <li>1. Academics (Analyze and apply appropriate academic standards for industry sector).</li> <li>2. Communications (Acquire and accurately use sector terminology and protocols at the career and college readiness level for communicating effectively...)</li> <li>3. Career Planning and Management (Integrate multiple sources of career information from diverse formats to make informed career decisions...)</li> <li>4. Technology (Use existing and emerging technology to investigate, research, and produce products and services...)</li> <li>5. Problem Solving and Critical Thinking (Conduct short and sustained research to create alternative solutions to solve a problem using critical &amp; creative thinking...)</li> <li>6. Health and Safety (Demonstrate health and safety procedures, regulations, and personal health practices and determine the meaning of symbols, key terms...)</li> <li>7. Responsibility and Flexibility (Initiate/participate in a range of collaborations demonstrating behaviors that reflect personal and professional responsibility &amp; flexibility)</li> <li>8. Ethics and Legal Responsibilities (Practice professional, ethical, and legal behavior, responding thoughtfully...)</li> <li>9. Leadership and Teamwork (Work with peers to promote divergent and creative perspectives, leadership, group dynamics...)</li> <li>10. Technical knowledge and Skills (Apply essential technical knowledge and skills...)</li> <li>11. Demonstration and Application (Demonstrate and apply the Knowledge and skills contained in the Industry anchor and pathway standards in classroom, laboratory, and workplace settings and through CTSO's career and technical student organizations).</li> </ol> | <p style="text-align: right;"><i>See Matrix for Pathway</i><br/> <i>LS 9-10, 11-12.6</i><br/> <i>SLS 11-12.2</i><br/> <i>WS 11-12.6</i><br/> <i>WS 11-12.7</i><br/> <i>RSTS 9-10, 11-12.4</i><br/> <i>SLS9-10, 11-12.1</i><br/> <i>SLS 11-12.1d</i><br/> <i>SLS 11-12.b1</i><br/> <i>WS 11-12.6</i></p> |
|--|---|