



DRAFT Scope & Sequence - Curriculum Map

File name: Public Safety-Criminal Justice Scope & Sequence - Curriculum Map - STC revised 6-11-25

Program/Class Name: Public Safety - Criminal Justice Program - First Year

The class/grade/program typically taken prior to this course: have successfully completed 9th grade

Pre-requisite courses/skills needed to be successful in this program/course: Communication Skills, honesty, and integrity

Professional Skills (21st Century Learning Expectations/Transferable Skills): 21st-Century Skills:

Effective Communication, e.g., articulate thoughts and ideas effectively using oral and written communication skills in a variety of forms and contexts.

Critical Thinking and Problem-Solving, e.g., effectively analyze and evaluate evidence, arguments, claims, and beliefs; solve different kinds of non-familiar problems in both conventional and innovative ways.

Respectful

Responsible and Dependable

Safety

More commonly cited 21st-century skills.

Perseverance	Collaboration	Information literacy	Creativity and Innovation
Media literacy	Global awareness	Self-direction	Social skills
Literacy skills	Civic literacy	Social responsibility	Technology skills & digital literacy

Industry Recognized Credits Offered (Specify if Tier 1 or 2): YEAR 1 IRCs FEMA:

1. Intro to ICS. (IS-100.c) LEb)
2. Decision Making and Problem Solving (IS-241.b) EMI1241
3. Multi-Hazard Emergency Planning for Schools (IS-362.a)
4. Active Shooter: What You Can Do (IS-907)

YEAR 2 IRCs FEMA:

5. Protecting Critical Infrastructure Against Insider Threats (IS-915)
6. Surveillance Awareness: What You Can Do (IS-914)
7. An Introduction to Hazardous Materials (IS-00005.a)
8. Basic Incident Command System for Initial Response (ICS-200) OR a course of your choice (see instructor for approval).

Fast Forward/Dual Enrollment Courses & Credits Offered: Public Safety and Criminal Justice Program (6 credits total - first year)



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Essential Questions: (3-5 Overarching questions that guide your curriculum throughout the school year):

***Overarching question #1 - Why Does Public Safety Matter to Me?**

***Overarching question #2 - Why Does the Purpose of the Criminal Justice System Matter to Me?**

***Overarching question #3 - Why is it important as a citizen of the world to be able to communicate effectively by using oral and written communication skills in creating, expressing, and interpreting information and ideas, including technical terminology and criminal justice system information?**

Community College of Vermont (CCV) Forensics & Crime Scene Investigation - Dual Enrollment Course

Course Number CRJ-2070-VC02 - Credits: 3 (45 hours)

Course Description -

This course is an introduction to the principles of forensics and crime scene investigation with a focus on procedures specific to various crimes, including crimes against persons and property. Students use forensic science techniques to recognize, collect, evaluate, and preserve physical evidence discovered at the crime scene. The course covers courtroom evidence presentation methods, crime scene problem-solving, sketching, photography, documentation, and searches.

Essential Objectives

1. Identify investigatory procedures used at crime scenes and legal safeguards established to prevent miscarriages of justice.
2. Understand the techniques and procedures for crime scene preservation, witness interviews, intelligence gathering, and management of forensic evidence.
3. Evaluate the role of forensic evidence in a crime scene investigation and the exoneration of wrongfully convicted persons.
4. Employ appropriate investigative procedures for various crime scenes.
5. Demonstrate crime scene documentation, report writing, evidence presentation, and courtroom testimony.
6. Evaluate the role of independent investigations of police use of force and parallel investigations by the Department of Justice.

Community College of Vermont (CCV) Introduction to Criminal Justice - Dual Enrollment Course



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Course Number: CRJ-1010-VC01 - Credits: 3 (45 hours)

Course Description -

This course provides an overview of the American criminal justice system, tracing its history and development while assessing its strengths and weaknesses. The roles of the agencies that comprise the criminal justice system (representing law enforcement, courts, and corrections) are examined. Students explore career opportunities in the criminal justice system, including positions as a law enforcement officer, court personnel, attorney, paralegal, corrections, justice advocacy, and victim services.

Essential Objectives

1. Describe the historical development and major components of the American criminal justice system including law enforcement agencies, the courts, rehabilitation, and corrections, as well as victims' rights and services.
2. Identify the major U.S. Constitutional amendments and Supreme Court decisions applicable to the American criminal justice system.
3. Describe various psychological and sociological theories used to understand and explain criminal behavior.
4. Identify the major elements in the American penal system, including probation, parole, corrections, and restorative justice.
5. Describe the objectives and outcomes of various societal responses to criminal behavior including incarceration, restitution, social service intervention, and other alternatives to the criminal justice process.
6. Explain how societal definitions of criminal behavior and responses to that behavior have created disparities based on race, ethnicity, socioeconomic status, gender expression, and sexuality in the criminal justice system.
7. Critically examine how data on crime, recidivism, crime prevention, and the use of force by law enforcement and corrections are collected, reported, and used in an ethical manner.
8. Evaluate at least one innovative criminal justice intervention practiced locally, nationally, or internationally.
9. Discuss the importance of cultural competence and trauma-informed practice in criminal justice professions and identify skills and strategies for supporting and collaborating with individuals from diverse backgrounds.
10. Identify and investigate the scope and diversity of career opportunities in the criminal justice field.



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	All Year Fall	Professional Skills: Safety, Responsibility & Dependability, Problem Solving, Respect, Effective Communication Fitness in Public Safety is covered throughout the program / including ten (10) - 70-minute classes/workouts at GMRCC CSI/Forensic Science: Fundamentals & Investigation Course Information This course is an introduction to the basic methods and principles guiding forensic analysis related to crime scene investigation. As we progress through the fall semester (terms 1 & 2), we will discuss how forensic science is applied at the crime scene and through practical application, laboratory analysis, and procedures. You will become familiar with all aspects of forensic science, including setting up a crime scene, collecting and interpreting evidence, and the basic methods and ideas surrounding specialty areas of forensic science, including observation skills, scene diagramming, entomology, anthropology, and casting impressions. Google Classroom and MindTap The course materials are available on Google Classroom and MindTap which is the online textbook and activities site for learning. 1. Review Google Classroom and MindTap Assignments and check for the week's activities and assignments. These course learning objectives are also mapped to NGSS. The course textbook relates to the standards. Students in the Public Safety Program will be exposed to the following learning objectives: I. Knowledge • Demonstrate an understanding of the principles and techniques of forensics to public safety and criminal justice investigations • observation skills practice, fingerprints, forensic toxicology, forensic entomology, forensic anthropology, glass evidence, and casts and impressions;	Student Learning Outcomes: By the end of the course, students should be able to: • Analyze the role forensics plays in preventing and solving crimes. • Demonstrate the procedures to properly protect, document, and process the crime scene and all related evidence. CCV Course Description This course is an introduction to the principles of forensics and crime scene investigation with a focus on procedures specific to various crimes, including crimes against persons and property. Students use forensic science techniques to recognize, collect, evaluate, and preserve physical evidence discovered at the crime scene. The course covers courtroom evidence presentation methods, and crime scene problem-solving, sketching, photography, documentation, and searches. CCV Essential Objectives 1. Identify investigatory procedures used at crime scenes and legal safeguards established to prevent miscarriages of justice. 2. Understand the techniques and procedures for crime scene preservation, witness	Quizzes/Tests Students will take complete review questions, quizzes, and practice tests on weekly lesson content and the chapter reading and/or articles that have been assigned. The questions will be taken from class notes, the textbook, or the supplemental readings. The assessments are designed so that if you do not know the material or have not read the assignment in advance, it will be impossible to complete the quiz in the allotted time. Tests are given to assess student knowledge and their ability to use their personal notes and often the textbook. Written Assignments Since writing is an important part of communication in public safety and science, there will be several writing assignments. These writing assignments will take place in several forms: investigation reports, news summaries, short essays, research papers, questions, and discussion posts, etc. Discussions Students are expected to participate in discussions and group work. While it is OKAY to disagree with someone in these forums (in fact, it usually makes	



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	Current textbook	- acquire, interpret, analyze, evaluate, synthesize, and apply information using the scientific method and observation skills. II. Reflection, Critical Thinking, Imaginative Thinking, and Problem Solving (Record, organize, and interpret data resulting from quantitative measurement using - tables and graphs to come to conclusions based on evidence; - Describe basic analytical techniques for the identification of organic and inorganic substances. III. Communication - write and speak with authority, precision, and elegance about Forensic Science; IV. Teamwork and Collaboration - Take initiative and personal responsibility for their learning; V. Global Awareness and Engagement: - Demonstrate interdisciplinary thinking about forensic science fundamentals related to crime scene investigations. Requirements / Course Materials: <i>Forensic Science Fundamentals & Investigations, 3rd Edition; by Bertino, A.J. & Bertino, P.N.; Print Edition ISBN: 9780357124987 (2021) Cengage Learning</i> ★ <i>MindTap ISBN: 9780357361740</i> ★ Additional reading material will be provided via Google Classroom. ★ References: http://bertinoforensics.com/ Technical Requirements: - Internet Access - A Google Drive account - Microsoft Word and Adobe Reader or a similar pdf reader for posted articles - Basic computer skills - A digital camera may prove useful for projects; however, it is not required for the course.	interviews, intelligence gathering, and management of forensic evidence. 3. Evaluate the role of forensic evidence in a crime scene investigation and the exoneration of wrongfully convicted persons. 4. Employ appropriate investigative procedures for various crime scenes. 5. Demonstrate crime scene documentation, report writing, evidence presentation, and courtroom testimony. 6. Evaluate the role of independent investigations of police use of force and parallel investigations by the Department of Justice. Overarching Standard: By the end of this course, students will be able to demonstrate problem-solving and critical thinking. Solve problems using critical thinking skills (analyze, synthesize, and evaluate) independently and in	for a better discussion!), you must do so in a respectful way, and be consistent with our communication related to professional skills. Research & Presentations Students will complete a research project during the course that applies knowledge that has been acquired throughout the semester. This project may take the form of a research report, lab report, or creative presentation assignment. More information will be presented about this assignment as the course progresses.	



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		<u>In-Person Classroom and Remote/Virtual Classroom - Learning Expectations:</u> Expectations are as follows: ☐ Attend class daily - Arrive for class on time. ☐ Students are expected to participate appropriately in in-person and virtual classrooms. ☐ Create an appropriate workspace and dress appropriately for class, keeping in mind we may have assignments inside or outside. ☐ Remote/Virtual classes – Meet at designated times with camera on and microphone on mute and participate in class discussions. (Red/White Day) ☐ NO cell phones, please put them away upon entering the classroom or during remote learning. ☐ Contribute, share ideas, and participate in class discussion. ☐ Come prepared; bring needed materials to class and always be ready to work. ☐ Check email and Google Classroom regularly and respond as needed. ☐ Ask for help. ☐ Respect self and others at all times ☐ Maintain a positive attitude ☐ Be flexible Attendance: Attendance is required for this course. Students are expected to attend all class sessions and participate in daily course activities. Attendance at face-to-face class meetings and participation in online activities are essential for success. Projects and Assignments: <u>Course Schedule/Outline: FALL SEMESTER / Term 1: Forensics & Crime Scene Investigation course</u> - Dual Enrollment Syllabus - Community College of Vermont (CCV) / Stafford Technical Center Details	teams. Prioritized Standard: The students will be able to demonstrate crime investigation skills during a simulated assignment as a public safety professional. 1. Academic and Technical Foundations a. Identify the skills and equipment needed to deal with various types of situations found in public safety occupations (e.g., working with special populations, responding to emergencies, and assisting with incidents). b. Describe the history, shared mission, and roles of public safety agencies and professionals at the national, state, and local government levels. c. Summarize and analyze the legal responsibilities associated with	Chapter 1 assessment Practice observation skills Witness report form	



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	Date Week 1 - Week 2 - Week 3 - Week 4 - Week 5 - Week 6 - Week 7 - Week 8 -	Ch 1 Observation Skills Ch 2 Crime-Scene Investigation and Evidence Collection Ch 3 Hair Analysis Ch 4 Fiber Analysis Ch 5 Forensic Botany Ch 6 Fingerprints - Dusts, lifts, and secures prints for examination - Can identify major fingerprint characteristics (loop, whorls, or arches) of the lifted print. Ch 7 DNA Analysis Ch 8 Blood and Blood Spatter	different roles and functions within law and public safety organizations. d. Identify the major components of the American criminal justice system, including law enforcement agencies, the courts, rehabilitation, and detention facilities. e. Explain and interpret proper application of the law. f. Summarize the major U.S. Constitutional amendments and Supreme Court decisions applicable to the American criminal justice system. g. Evaluate Constitutional law as it affects law enforcement and public safety personnel, and the incidents and issues they face in their careers. h. Connect the history of criminal investigations, the evolution of research and science in forensic science and criminal investigation research, and the role of the criminal investigator. i. Recognize how crime is reported and identify theories for criminal behavior (i.e., various psychological and sociological theories that account for criminal behavior).	Diagramming and measuring crime scene CSI Processing crime scene & evidence collection practice Chapter 2 Assessment Human vs. Animal hair analysis under microscope Chp 3 review Chp 4 presentation Chp 4 review Chp 5 Forensic Botany Fingerprint dusting & complete fingerprint card Who are my parents? DNA STR comparison Blood spatter analysis, blood spatter team recreation of blood spatter patterns; what happens to blood spatter from height - practical exercises Forensic Research Project - Chp 9 Forensic Toxicology - research & presentation /	Math: Parking lot math, blood spatter analysis, trajectory, 1a. Use numerical phenomena or quantities to model a situation. (HSN.Q) Triangulation: measuring the dimensions and distances of crime scenes and distances to evidence items. Crime scene analysis, blood splatter, fingerprint analysis of the class for whorls, loops, and arches 1b. Use geometric shapes and their properties to model physical objects. (HSG.SRT.C, GPE.B, GMD.A, MG)



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	Week 9 - Fall Semester / Term 2: Week 10 - Week 11 - Week 12 - Week 13 - Week 14 - Week 15 - Week 16 -	Ch 9 Forensic Toxicology / MIDTERM Crime Scene – Forensic Science: Fundamentals & Investigation Ch 10 Handwriting Analysis, Forgery, and Counterfeiting Ch 11 Forensic Entomology Ch 12 Death: Manner, Mechanism, Cause (Thanksgiving Holiday) Ch 13 Soil Evidence Ch 14 Forensic Anthropology Ch 15 Glass Evidence Ch 16 Casts and Impressions Ch 17 Tool Mark	j. Articulate how society responds to criminal behavior and analyze the American penal system. k. Explain and demonstrate disaster preparedness and emergency management techniques. (FEMA course required each term/quarter.)	Cursive Writing Packet Handwriting Analysis exercise Entomology practical on determining flies by the size of fuzzy wires; group analysis Virtual Autopsy Forensic Anthropology - teamwork/group presentations on Skull, Pelvis & Long Bones Glass fracture analysis exercise/handout; Glass samples; and Activity 15-1 Glass analysis - breakage & sequence of events Casting impression practical	2c. Reason quantitatively and use units to solve problems. (HSN.Q.A) Bone length analysis



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	Week 17 - WINTER BREAK Week 18 -	Ch 18 Firearms and Ballistics		Cartridge/firing pin analysis	
	Spring	Introduction to Criminal Justice - Dual Enrollment Course Description - CCV Course Number: <u>CRJ-1010-VC01</u> An overview of the American criminal justice system, tracing its history, philosophy, and practices and assessing its strengths and weaknesses. The components of the system's enforcement agencies, courts, and corrections institutions are examined. Major Assignments / Objectives may be met through: □ Read pages assigned each week. □ Classwork □ Questions for Critical Analysis. □ Think, Pair, and Share classroom activities. □ Lecture/discussion □ Key terms quizzes □ Review & Discussion □ Individual and group activities and/or projects □ Student, instructor, guest, and video presentations □ Textbook work, MindTap, and Practical exercises □ Chapter Quizzes, Chapter tests, and exams	CCV Essential Objectives: This course provides an overview of the American criminal justice system, tracing its history and development while assessing its strengths and weaknesses. The roles of the agencies that comprise the criminal justice system (representing law enforcement, courts, and corrections) are examined. Students explore career opportunities in the criminal justice system, including positions as a law enforcement officer, court personnel, attorney, paralegal, corrections, justice advocacy, and victim services. Essential Objectives 1. Describe the historical development and major	Assessments and Evaluation: Students will be assessed on class participation (25 %), Google Classwork & MindTap activities, exercises/assignments (25 %), assigned material (Midterm/Final Project - 25 %), and final exam (25 %). Grades will reflect a variety of assessment tools, which will include rubrics, peer evaluation, and traditional tests and quizzes. The grade for this course will be calculated using standards-based grading scoring criteria. The final standards-based grade will be converted to a letter grade for reporting purposes. <u>Grading Criteria - CCV Letter Grades as outlined in the STC Police and CCV Evaluation System Policy.</u>	



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	Textbook MindTap Additional Resources	<u>Resources</u> Required Text (Provided): Criminal Justice in Action, 11th Edition, Larry K. Gaines, and Roger LeRoy Miller; ISBN-10: 0357630785; ISBN-13: 9780357630785 (2022) MindTap Forensic Magazine (forensicmag.com) PoliceOne.com Bureau of Justice Statistics (bjs.gov) U.S. Department of Homeland Security (dhs.gov) Occupational Information Network (onetcenter.org) National Institute of Justice (crimesolutions.gov) YouTube, Ted-Ed, and Ted Talks PowerPoint Presentations Vermont Statutes On-Line MindTap Assignments / Point Value Mission Critical: Implicit Bias in Policing / 21 Mission Critical: Implicit Bias in the Courts / 21 Mission Critical: Implicit Bias in Corrections / 24 Mission Critical: De-escalation in Policing / 30 Mission Critical: De-escalation in the Courts / 30 Mission Critical: De-escalation in Corrections / 30 Mission Critical: Mental Wellbeing in Policing / 24 Mission Critical: Mental Wellbeing in the Courts / 24 Mission Critical: Mental Wellbeing in Corrections / 30 Appendix A - The Constitution of the United States Supplies Needed/Provided: • Three-ring binder, Loose-leaf paper, and/or spiral notebook • Folder for handouts (if using spiral notebook) • Pens/pencils	components of the American criminal justice system including law enforcement agencies, the courts, rehabilitation, and corrections, as well as victims' rights and services. 2. Identify the major U.S. Constitutional amendments and Supreme Court decisions applicable to the American criminal justice system. 3. Describe various psychological and sociological theories used to understand and explain criminal behavior. 4. Identify the major elements in the American penal system, including probation, parole, corrections, and restorative justice. 5. Describe the objectives and outcomes of various societal responses to criminal behavior including incarceration, restitution, social service intervention, and other alternatives to the criminal justice process. 6. Explain how societal definitions of criminal behavior and responses to that behavior have created disparities based on race, ethnicity, socioeconomic status, gender expression, and sexuality in the criminal justice system. 7. Critically examine how data on	<u>A final exam will be given in this course.</u>	



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	Intro to CJ 23-27 January – Issue Textbooks, E-book acct. signup and start reading January Week 1	Expectations: Every student is expected to: • Attend class daily and arrive on time • Come prepared; bring needed materials to class and always be ready to work • Contribute; share ideas and participate in class discussion • Complete all classroom and home assignments • Ask for help whenever you need it • Respect yourself and others at all times • Maintain a positive attitude <u>Proposed Outline of Course/ Assignments</u> PART 1 – The Criminal Justice System Chapter 01: Criminal Justice Today; Pages 3 – 33 Why Does the Purpose of the Criminal Justice System Matter to Me? Chapter 01 Reading: Criminal Justice Today Fast Facts: Criminal Justice Today (Chapter 1, Episode 1) Fast Facts: Criminal Justice Today (Chapter 1, Episode 2) Fast Facts: Criminal Justice Today (Chapter 1, Episode 3) Fast Facts: Criminal Justice Today (Chapter 1, Episode 4) Think. Decide. Act. Discretion and Ethics in Criminal Justice Chapter 01 Quiz: Criminal Justice Today Practice Test: Criminal Justice Today • Crime defined. • Purpose and structure of the American CJ system. • Introduction to ethics.	crime, recidivism, crime prevention, and the use of force by law enforcement and corrections are collected, reported, and used in an ethical manner. 8. Evaluate at least one innovative criminal justice intervention practiced locally, nationally, or internationally. 9. Discuss the importance of cultural competence and trauma-informed practice in criminal justice professions and identify skills and strategies for supporting and collaborating with individuals from diverse backgrounds. 10. Identify and investigate the scope and diversity of career opportunities in the criminal justice field. Learning Objectives 1-4 (CCV Essential Objective #1, continued in Chapters 7, 8, 9, 10, and 12 below)		



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	During February	Field Trip / Tour / mock trial at the Vermont Statehouse, Supreme Court & Legislature			
	Week 2 30 January – 3 February	Chapter 02: Causes of Crime; Pages 35-62 Why Do Sociological Theories Matter to Me? Chapter 02 Reading: Causes of Crime Fast Facts: Causes of Crime (Chapter 2, Episode 1) Fast Facts: Causes of Crime (Chapter 2, Episode 2) Fast Facts: Causes of Crime (Chapter 2, Episode 3) Think. Decide. Act. Life Course Theories Chapter 02 Quiz: Causes of Crime Practice Test: Causes of Crime Fast Facts: Causes of Crime (All Episodes)	Learning Objectives 1-9 (CCV Essential Objectives #3 and #6)		
	Week 3 6-10 February	Chapter 03: The Crime Picture; Pages 67-91 Why Do Sources of Crime Data Matter to Me? Chapter 03 Reading: The Crime Picture Fast Facts: The Crime Picture (Chapter 3, Episode 1) Fast Facts: The Crime Picture (Chapter 3, Episode 2) Fast Facts: The Crime Picture (Chapter 3, Episode 3) Think. Decide. Act. Crime Trends and Patterns Chapter 03 Quiz: The Crime Picture Practice Test: The Crime Picture	Learning Objectives 1-7 (CCV Essential Objective #2, cont. in Chp. 7 below)		



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		Fast Facts: The Crime Picture (All Episodes)			
	Week 4 13-17 February	Chapter 04: Inside Criminal Law; Pages 95-124 Why Does Reforming the Criminal Law Matter to Me? Chapter 04 Reading: Inside Criminal Law Fast Facts: Inside Criminal Law (Chapter 4, Episode 1) Fast Facts: Inside Criminal Law (Chapter 4, Episode 2) Fast Facts: Inside Criminal Law (Chapter 4, Episode 3) Think. Decide. Act. The Law of Criminal Procedure Chapter 04 Quiz: Inside Criminal Law Practice Test: Inside Criminal Law Fast Facts: Inside Criminal Law (All Episodes)	Learning Objectives 1-7 (CCV Essential Objective #2, cont. in Chp. 7 below)		



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	Week 5 27 February – 3 March	PART 2 – The Police & Law Enforcement Chapter 05: Law Enforcement Today; Pages 127-159 - Responsibilities of Police - Short History of Police - Public & Private LE Why Does the History of Policing in America Matter to Me? Chapter 05 Reading: Law Enforcement Today Fast Facts: Law Enforcement Today (Chapter 5, Episode 1) Fast Facts: Law Enforcement Today (Chapter 5, Episode 2) Fast Facts: Law Enforcement Today (Chapter 5, Episode 3) Think. Decide. Act. Policing Today Chapter 05 Quiz: Law Enforcement Today Practice Test: Law Enforcement Today Fast Facts: Law Enforcement Today (All Episodes) ☐ Core Values – update and identify 3 to live by.			
	Week 6 27 February – 3 March	Chapter 06: Problems and Solutions in Modern Policing; Pages 163-200 Why Does Community Policing Matter to Me? Chapter 06 Reading: Problems and Solutions in Modern Policing Fast Facts: Problems and Solutions in Modern Policing (Chapter 6, Episode 1) Fast Facts: Problems and Solutions in Modern Policing (Chapter 6, Episode 2) Fast Facts: Problems and Solutions in Modern Policing (Chapter 6, Episode 3) Think. Decide. Act. Police-Community Relations Chapter 06 Quiz: Problems and Solutions in Modern Policing Practice Test: Problems and Solutions in Modern Policing Fast Facts: Problems and Solutions in Modern Policing (All Episodes)	Learning Objectives 1-8 (CCV Essential Objective #2 continued)		
	Week 7	Chapter 07: Police and The Constitution; Pages 205-239			



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	6-10 March 13-16 March	Why Do Warrantless Searches and Arrests Matter to Me? Chapter 07 Reading: Police and The Constitution Fast Facts: Police and The Constitution (Chapter 7, Episode 1) Fast Facts: Police and The Constitution (Chapter 7, Episode 2) Fast Facts: Police and The Constitution (Chapter 7, Episode 3) Think. Decide. Act. Warrants, Search, and Seizure Chapter 07 Quiz: Police and The Constitution Practice Test: Police and The Constitution Fast Facts: Police and The Constitution (All Episodes)	Learning Objectives 1-6 (CCV Essential Objective #1 continued)		
	Week 8 20-24 March NB: 24 March – last day for CCV enrolled students to drop the class with a W grade	PART 3 – Criminal Courts Chapter 08: Courts and the Quest for Justice; Pages 243-268 Why Does The Judiciary Matter to Me? Chapter 08 Reading: Courts and the Quest for Justice Fast Facts: Courts and the Quest for Justice (Chp 8, Episode 1) Fast Facts: Courts and the Quest for Justice (Chp 8, Episode 2) Fast Facts: Courts and the Quest for Justice (Chp 8, Episode 3) Think. Decide. Act. Structure and Functions of the American Courts Chapter 08 Quiz: Courts and the Quest for Justice Practice Test: Courts and the Quest for Justice Fast Facts: Courts and the Quest for Justice (All Episodes)	Learning Objectives 1-6 (CCV Essential Objective #1 continued)		
	Week 9 27-31 March	Chapter 09: Pretrial Procedures: The Adversary System in Action; Pages 271-299 Why Does Plea Bargaining Matter to Me? Chp 09 Reading: Pretrial Procedures: The Adversary System in Action Fast Facts: Pretrial Procedures: The Adversary System in Action (Chapter 9 Episode 1) Fast Facts: Pretrial Procedures: The Adversary System in Action (Chapter 9 Episode 2)	Learning Objectives 1-6 (CCV Essential Objective #1 continued)		



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		Fast Facts: Pretrial Procedures: The Adversary System in Action (Chapter 9 Episode 3) Think. Decide. Act. The Defense and The Prosecution Chapter 09 Quiz: Pretrial Procedures: The Adversary System in Action Practice Test: Pretrial Procedures: The Adversary System in Action Fast Facts: Pretrial Procedures: The Adversary System in Action (All Episodes)			
	Week 10 3-7 April SKILLS USA date to be determined.	Chapter 10: The Criminal Trial; Pages 303-331 Why Does Ethics and Professionalism in the Courtroom Matter to Me? Chapter 10 Reading: The Criminal Trial Fast Facts: The Criminal Trial (Chapter 10, Episode 1) Fast Facts: The Criminal Trial (Chapter 10, Episode 2) Fast Facts: The Criminal Trial (Chapter 10, Episode 3) Think. Decide. Act. The Criminal Trial Chapter 10 Quiz: The Criminal Trial Practice Test: The Criminal Trial Fast Facts: The Criminal Trial (All Episodes)	Learning Objectives 1-6 (CCV Essential Objective #1 continued)		
	Week 11 10-14 April	Chapter 11: Punishment and Sentencing; Pages 335-368 Why Does Debating the Death Penalty Matter to Me? Chapter 11 Reading: Punishment and Sentencing Fast Facts: Punishment and Sentencing (Chapter 11, Episode 1) Fast Facts: Punishment and Sentencing (Chapter 11, Episode 2) Fast Facts: Punishment and Sentencing (Chapter 11, Episode 3) Think. Decide. Act. The Goals of Punishment and Sentencing Structures and Guidelines Chapter 11 Quiz: Punishment and Sentencing Practice Test: Punishment and Sentencing	Learning Objectives 1-4 (CCV Essential Objective #5)		
	Week 12 24-28 April	PART 4 – Corrections	Learning Objectives 1-6 (CCV Essential Objective #1, #4, & #5)		



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		Chapter 12: Probation, Parole, and Intermediate Sanctions; Pages 373-401 Why Do Intermediate Sanctions Matter to Me? Chapter 12 Reading: Probation, Parole, and Intermediate Sanctions Fast Facts: Probation, Parole, and Intermediate Sanctions (Chapter 12, Episode 1) Fast Facts: Probation, Parole, and Intermediate Sanctions (Chapter 12, Episode 2) Fast Facts: Probation, Parole, and Intermediate Sanctions (Chapter 12, Episode 3) Think. Decide. Act. Probation Conditions and Administration Chapter 12 Quiz: Probation, Parole, and Intermediate Sanctions Practice Test: Probation, Parole, and Intermediate Sanctions	continued)		
	Week 13 1-5 May	Chapter 13: Prisons and Jails; Pages 405-433 Why Do Private Prisons Matter to Me? Chapter 13 Reading: Prisons and Jails Fast Facts: Prisons and Jails (Chapter 13, Episode 1) Fast Facts: Prisons and Jails (Chapter 13, Episode 2) Fast Facts: Prisons and Jails (Chapter 13, Episode 3) Think. Decide. Act. Prison Organization, Administration, and Officers Chapter 13 Quiz: Prisons and Jails Practice Test: Prisons and Jails Fast Facts: Prisons and Jails (All Episodes)	Learning Objectives 1-6 (CCV Essential Objective #1 & #4, continued)		
	Weeks 14 & Week 15 8-12 May & 15-19 MAY	Chapter 14: The Prison Experience and Prisoner Reentry; Pages 437-468 Why Does Correctional Rehabilitation Matter to Me? Chapter 14 Reading The Prison Experience and Prisoner Reentry Fast Facts: The Prison Experience and Prisoner Reentry (Chapter 14, Episode 1)	Learning Objectives 1-6 (CCV Essential Objective #1 & #4, continued)		



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	8-12 May & 15-18 MAY STUDY FOR EXAM - Final Exam and Course Evaluation	Fast Facts: The Prison Experience and Prisoner Reentry (Chapter 14, Episode 2) Fast Facts: The Prison Experience and Prisoner Reentry (Chapter 14, Episode 3) Think. Decide. Act. Prison Violence Chapter 14 Quiz: The Prison Experience and Prisoner Reentry Practice Test: The Prison Experience and Prisoner Reentry			
	Week 15 15-19 May 19 May - Final Exam / Exam Backup date of 22 May	PART 5 – Juvenile Justice Chapter 15: The Juvenile Justice System; Pages 473-501 Why Does The Juvenile Correctional Process Matter to Me? Chapter 15 Reading: The Juvenile Justice System Fast Facts: The Juvenile Justice System (Chapter 15, Episode 1) Fast Facts: The Juvenile Justice System (Chapter 15, Episode 2) Fast Facts: The Juvenile Justice System (Chapter 15, Episode 3) Think. Decide. Act. Trying Juveniles Chapter 15 Quiz: The Juvenile Justice System Practice Test: The Juvenile Justice System Fast Facts: The Juvenile Justice System (All Episodes)	(CCV Essential Objective #7)	Chp 12-15 Final Project on a topic approved by the Instructor.	
	Week 16 22-26 May	CCV Studies Wrap-Up • Makeup work, etc. • Proposed Crime Scene Investigation • CCV grades due		Final Exam	
	Week 17 30 May – 2 June (Memorial Day – (holiday) no school)	Activities / Role Plays - VT Police Academy - Volunteer Community Service PS/CJ activities □ Scenarios □ Skills practice □ Fishing Laws □ Search & Rescue / Land Navigation □ Activities / Practice! □ Year-In-Review			



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	STC Awards Ceremony Assembly	Held the last week of May/first week of June TBD			
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	Integrated throughout Forensic Science/CSI work	MATH			
	Math	Parking lot math, blood spatter analysis, trajectory,	1a. Use numerical phenomena or quantities to model a situation. (HSN.Q)		
		Crime scene analysis, blood splatter, fingerprint analysis of the class for whorls, loops, and arches	1b. Use geometric shapes and their properties to model physical objects. (HSG.SRT.C, GPE.B, GMD.A, MG)		
		Crime statistics, seat belt use statistics	1d. Use statistics to model situations involving data. (HSS)		



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		2c. Reason quantitatively and use units to solve problems. (HSN.Q.A)	Bone length analysis		
		3g. Create equations that describe numbers or relationships. (HSA.CED.A)	Line of fit to bone length analysis		
		3h. Understand solving equations as a process of reasoning and explain the reasoning. (HSA.REI.A)	Line of best fit to bone analysis; parking lot math, blood spatter analysis, trajectory, and CSI		
		3k. Represent and solve equations and inequalities graphically. (HSA.REI.D)	Line of best fit		
		6a. Summarize, represent, and interpret data on a single count or measurement variable. (HSS.ID.A)	Crime statistics		
		6b. Summarize, represent, and interpret data on two categorical and quantitative variables. (HSS.ID.B)	Crime statistics		
		6c. Interpret linear models. (HSS.ID.C)	Line of best fit		



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		d. Understand and evaluate random processes underlying statistical experiments. (HSS.IC.A)			
		6e. Make inferences and justify conclusions from sample surveys, experiments, and observational studies. (HSS.IC.B)	Crime stats; diagramming and measurements (feet, inches, decimals, cm, mm)		
		f. Understand independence and conditional probability and use them to interpret data. (HSS.CP.A)			
		g. Use the rules of probability to compute probabilities of compound events in a uniform probability model. (HSS.CP.B) Academic Skills: ELA: Reading: 1a, d, g, h 6c, 6e Writing: Narrative 2c, Research 3a,b,c 6a GUMS Global Citizenship: Inquiry: a. Generate and use a variety of questions about a topic of study to further inquiry. (D2.His.3) b. Explain how a question reflects an enduring issue in the field. (D1.1)			



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		c. Explain points of agreement and disagreement experts have about interpretations and applications of disciplinary concepts and ideas associated with compelling and supporting questions. (D1.2, 3) d. Explain how supporting questions contribute to an inquiry and how, through engaging source work, new compelling and supporting questions emerge. (D1.4) CIV: Civic and Political Institutions d. Evaluate citizens’ and institutions’ effectiveness in addressing social and political problems at the local, state, tribal, national, and/or international level. (D2.Civ.5) CIV: Participation & Deliberation b. Analyze the impact and appropriate roles of personal interests and perspectives on the application of civic virtues, democratic principles, constitutional rights, and human rights. (D2 Civ.10) Communication: Gathering and Evaluating Sources a. Gather relevant information from one or two sources while using the origin and structure to guide the selection. Determine the kinds of sources that will be helpful in answering compelling and supporting questions, taking into consideration multiple points of view represented by the sources, the types of sources available and the potential use of the sources. (D1.5) Technical Skills: 2. Communication a. Demonstrate reading and writing skills. b. Effectively utilize electronic and social media. c. Practice collaboration and teamwork skills. d. Demonstrate effective presentation skills. 3. College and Career Exploration			



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		a. Engage in assessments and inventories that reveal interests, abilities, and personal goals. b. Explore potential career options, pathways, and goals. c. Explore potential college options and goals. 4. Health and Wellness a. Identify concepts related to physical, social, and emotional health promotion (i.e., exercise, building positive relationships, self-awareness, self-advocacy) to enhance health. 5. Equity and Diversity a. Describe the concepts of social identity and cultural awareness. 7. Career Development Skills a. Research multiple industries and fields. b. Describe the local labor market and trends. c. Describe a professional and ethical workplace behaviors. d. Demonstrate resume writing skills. 8. Community Projects a. Engage in interactions with local business and community. 9. Preparation for Core CTE Programs a. Identify basic prerequisite academic and technical knowledge and skills related to Core CTE Program(s). b. Demonstrate an ability to engage in project-based learning with feedback and revision. c. Solve problems and think critically in the lab environment.			