

Criminal Justice
Chapter One Test
2rd. Period

Name: _____

Date: _____

Period: _____

1. Criminal Justice can be seen or defined in the
 - a. Strictest sense
 - b. Broadest sense
 - c. Common Sense
 - d. Both a and b

2. Criminal Law is also known as
 - a. Penal Law
 - b. Common Law
 - c. Royal Law
 - d. The law of the land

3. Which are the viewpoints of criminal justice
 - a. The California Constitution
 - b. Individual Rights
 - c. Public Order
 - d. Both b and c

4. In what year was there a dramatic increase in sale and use of drugs
 - a. 1970's
 - b. 1980's
 - c. 1990's
 - d. 1960's

5. In what year was there a lot of violent encounters between the public and the police
 - a. 1980's
 - b. 1970's
 - c. 1960's
 - d. none of the above

6. In what year saw an emphasis responsibility and punishment
 - a. 1900's
 - b. 1970's
 - c. 1950's
 - d. none of the above

7. Which is **not** a component of JUSTICE
 - a. morals
 - b. rightness
 - c. punishment
 - d. truth

8. Which is **not** a component of Social Justice
 - a. educational justice
 - b. prison justice
 - c. work justice
 - d. all of the above

9. Civil Justice deals with
 - a. fairness in relationships
 - b. between citizens
 - c. the government
 - d. all of the above

10. The America Criminal Justice System is made up how many components
 - a. 5
 - b. 4
 - c. 6
 - d. none of the above

11. A warrant is issued by
 - a. Police Officer
 - b. Police Chief
 - c. Judicial Officer
 - d. None of the above

12. Miranda v. Arizona is a US Supreme Court case of what year
 - a. 1955
 - b. 1977
 - c. 1988
 - d. 1966

13. Miranda v. Arizona deals with
 - a. Interrogations
 - b. Bookings
 - c. Release from custody
 - d. none of the above

14. In *Miranda v. Arizona* the first step is to inform the suspect that
- they have a right to an attorney
 - right to bail
 - right to be advised of charges
 - right to remain silent
15. There are _____ steps in *Miranda v. Arizona*
- 5
 - 6
 - 3
 - 7
16. During the booking process you the following are obtained
- Job status
 - Where you go to school
 - Marital Status
 - None of the above
17. During the booking this process this is **not** done
- Blood is taken
 - photos are taken
 - fingerprints are taken
 - Suspect is advised of charges and charges are logged
18. The first appearance usually takes place within _____ hrs.
- 56
 - 72
 - 12
 - none of the above
19. Arraignment takes place after what hearing
- indictment
 - bail hearing
 - judicial fiat
 - preliminary hearing
20. If a defendant pleads “not guilty” the next phase is
- Sentencing
 - Trial
 - Pleadings
 - Guilty

21. In a Trial, the bad guy is referred too as the
- suspect
 - perpetrator
 - defendant
 - the one
22. In a Trial the people are represented by the
- public defender
 - the state attorney
 - the district attorney
 - none of the above
23. Sentencing does **not** include which of the following:
- bail
 - fine
 - probation
 - prison
24. Consecutive sentencing refers to
- one after the other
 - all crimes get the same amount of time
 - both a and b
 - none of the above
25. Concurrent sentencing refers to
- time served at the same time
 - one after the other
 - both a and b
 - none of the above
26. Corrections does not include which of the following:
- fines
 - parole
 - prison
 - probation
27. Due Process under the US Constitution is based under which amendment
- 10th.
 - 6th.
 - 5th.
 - none of the above

28. Which amendment deals with the search and seizures
- 2nd.
 - 3rd.
 - 6th.
 - none of the above
29. The concept of the “exclusionary rule” deals with which amendment
- 4th.
 - 5th.
 - 14th.
 - none of the above
30. Which amendment deals with double jeopardy
- 6th.
 - 7th.
 - 8th.
 - none of the above
31. Which amendment deals with self incrimination
- 5th.
 - 6th.
 - 9th.
 - 2nd.
32. Which amendment deals with a speedy trial
- 7th.
 - 3rd.
 - 4th.
 - none of the above
33. Which amendment deals with the right to confront witnesses
- 5th.
 - 4th.
 - 2nd.
 - 6th.
34. Which amendment deals with cruel and unusual punishment
- 4th.
 - 2nd.
 - 3rd.
 - none of the above

35. The Limits of Criminal Sanctions is a study by
- Barrack Obama
 - Ben Franklin
 - Abraham Lincoln
 - Herbert Packer
36. Criminal Justice does **not** include the concept of public order?
T or F
37. Justice includes the principle of moral rightness or public order?
T or F
38. Social Justice includes both civil and criminal justice?
T or F
39. Civil Justice deals with fairness in relationships between citizens and the Russian foreign ministry of defense?
T or F
40. Criminal Justice concerns matters of violations of civil law?
T or F
41. Law enforcement, the courts, and the FBI are all three components that make up our Criminal Justice System?
T or F
42. The Consensus Model deals with “All components of the criminal justice system are self serving?”
T or F
43. The first step in a criminal investigation is referred to as the Criminal Event
T or F
44. Proactive law enforcement refers to a request for assistance as a result of a phone call from a citizen, or are flagged down?
T or F
45. Warrants are writs issued and signed by police officers?
T or F
46. In the US Supreme Court Case of Miranda, the suspect in this case was beaten by the police?
T or F

47. During the Booking Process, you have to give police your real name or face further criminal charges?
T or F
48. At time of booking the arrestee is finger printed and photographed?
T or F
49. The first appearance in court occurs within 48 hours to time of arrest?
T or F
50. If you can't afford an attorney to represent you, your relatives have to sell cookies at the swap meet to help pay for your representation?
T or F

10 Points:

List the seven steps under Miranda v. Arizona (1966)

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.

Criminal Justice List of Equipment

Penal Code Book

Vehicle Code Book

Evidence Code Book

Fingerprint Processing Equipment

Digital Cameras

Law Enforcement Report Forms

Police Issued Protective Equipment

- Handcuffs
- Safety Equipment

Mock Employment Applications

VALLEY ROP COURSE OUTLINE

COURSE TITLE: Criminal Justice – Introduction to

VALLEY ROP #: PS-5847-CJ
CDE #: 1485

CBEDS TITLE: Law Enforcement Occupations
CBEDS #: 5847

CTE SECTOR: Public Services
CTE PATHWAY:

JOB TITLES:

Police Patrol Officer	33-3051.01
Police Identification & Records Officer	33-3021.02
Sheriffs and Deputy Sheriffs	33-3051.03
Bailiff	33-3011.00
Private Detectives and Investigators	33-9021.00
Probation Officer & Special Treatment Specialist	21-1092.00
Police, Fire & Ambulance Dispatcher	43-5031.00
Office Clerk, General	43-9061.00
Court Reporter	23-2091.00
Correctional Officers & Jailers	33-3012.00
Lawyers	23-1011.00

COURSE DESCRIPTION:

This year long course is designed to give high school juniors and seniors an overview of crime and the Administration of Justice in the United States. The class will specifically explain the hierarchy and inner-workings of the juvenile and adult criminal justice systems in California, as well as the civil justice system. It will focus on the realities of enforcement and apprehension at the federal, state, and local levels, prosecution, courts, and the disposition of people charged with the commission of crimes. Students will be exposed to career opportunities in the criminal justice field.

During the course, an emphasis will be placed on developing reading, writing, interpersonal communication skills, critical thinking, logical reasoning, and problem solving skills. The ability of students to deal with stress and interact with people will be emphasized as well. Students will learn the value of honesty and integrity in maintaining employment within the justice system.

DATE APPROVED:

REVISED DATE: January 25, 2006; May 2009

HOURS: 180

CREDITS: 5 (10 credits/year)

PREREQUISITES: None

GRADE LEVEL: 11-12

TEXTBOOKS: Criminal Justice Today, 7th Edition, Frank Schmallegger, Prentice-Hall Publisher, 2003

RESOURCES:

California Penal Code

California Vehicle Code

California Business and Profession Code

California Welfare and Institution Code

California Health and Safety Code

COURSE COMPETENCIES:

Upon successful completion of the course, students will:

1. Demonstrate knowledge of the evolution of the administration of justice system.
2. Develop awareness of the objectives of the system, crime problem, and role expectation of criminal justice personnel.
3. Gain an overview of the system's responsibilities to the community, some general concepts in crime causation, and the social implications of crime on society.
4. Demonstrate knowledge about the various agencies, their organizational structure and roles of each subsystem within the criminal justice system.
5. Develop through affective means an appreciation of education training and professionalism in the justice system.

Upon successful completion of the course, students will:

Criminal Justice in America

- Have basic knowledge of the criminal justice system
- Identify decision points and make decisions within the criminal justice process
- Explain the criminal justice funnel effect
- Understand how public opinion, due process research, budgets, sociology and values affect the criminal justice system
- Identify various types and causes of crime
- Measure crime
- Identify crime trends and understand the importance of victimology
- Recite and comprehend principals of criminal law, criminal intent, and liability
- Identify the classifications of criminal law
- Explain and apply crime theories and causation theories

Police

- Comprehend the history of police
- Identify law enforcement career opportunities within the Federal, State, County, and Municipal law enforcement agencies
- Differentiate between law enforcement opportunities in the private and public sectors
- Recall police functions
- Identify various types of police patrol
- Understand criminal investigations
- Explain the importance of communities' participation in policing and police operations
- Analyze law enforcement as it relates to arrest, use of force, searches, contracts, and seizures
- Identify the training and education involvement in the police profession
- Identify acts which constitute police misconduct and analyze how agencies deal with this issue
- Identify the stressors which relate to the law enforcement profession and explain how they are managed/controlled

Courts

- Identify the various types of career opportunities
- Identify the different levels of criminal courts and explain their functions

- Compare and contrast the roles of the courthouse work groups including judges, prosecutors, and defense counsel
- Comprehend the various proceedings which take place before a trial
- Identify and explain the various court dispositions which are available in a criminal case
- Identify types of sentencing and sentencing guidelines
- Understand the history of sentencing
- Explain basic courtroom procedures

Corrections

- Explain the various types of career opportunities available in the corrections profession
- Understand the history of American prisons
- Explain prisoner crimes and gang related violence which occur in prison
- Compare and contrast jails and prisons
- Identify the levels of security within the prison system
- Understand the relationship between management styles and prison layouts
- Explain the job responsibilities of corrections officers
- Recalls and relates laws directly to prisoners and prisoners' rights

Probation/Parole

- Explain the various career opportunities within probation and parole
- Differentiate between job responsibilities of a parole and probation officer
- Identify types of intermediate punishment programs

Juvenile Justice

- Understand the various career opportunities within the Juvenile Justice system
- Understand the history of Juvenile Justice
- Explain the Juvenile Justice system
- Comprehend the police role and responsibility when dealing with juveniles
- Explain the Juvenile Court process
- Comprehend the Juvenile Corrections system
- Identify the various Juvenile Justice Reform Programs available
- Differentiate between status offense and criminal offense

Practical Applications

- Role play scenarios relating to criminal justice
- Present and debate criminal justice topics
- Identify and relate general elements of various criminal offenses found in the California Penal Code and Health and Safety Code
- Prepare written chapter outlines and reports as directed

Work Attitude

- Show high levels of integrity
- Respect authority
- Be assertive
- Work in a team

- Observe well (have good observation techniques)
- Possess high personal ethics
- Be responsible
- Have good personal and public demeanors
- Make good decisions
- Be flexible and adaptable
- Show good interpersonal behavior
- Learn and improve self
- Get along well with others and be courteous
- Exhibit good attendance and punctuality
- Follow directions well
- Dress appropriately for class
- Complete work in a neat and accurate manner
- Communicate and write clearly and concisely

INSTRUCTIONAL METHODS:

1. Lecture/Discussion sessions
2. Demonstration/Discussion by instructor, resource people and students
3. Guest speakers
4. Multimedia aids
5. Field Trips
6. Mock Trials

EVALUATION METHODS:

Assessment opportunities, which allow continuous evaluation of students' progress, will be embedded throughout the course and should be a learning experience. All students will be expected to achieve mastery of all topics; often, demonstrations of mastery will occur in a public forum. The following strategies, which include both formal and informal assessment techniques will include, but are not limited to:

1. Chapter tests and quizzes (T/F, Multiple choice, fill-in, short answer, and essay)
2. Competency tests (i.e. fingerprinting, ten codes, phonetic alphabet, relevant penal, vehicle, W&I, H&S, and B&P codes)
3. Class participation (attendance, behavior, assignments, role play/situations, and attitude)
4. Reports (oral and/or written)
5. Printing skills (will be reviewed by instructor—all handwritten reports by officers must be printed using all capital letters.)
6. Semester final--Written (T/F, multiple choice, fill-in, short answer, and essay)

COURSE OUTLINE:

Unit of Instruction

Estimated Hours

Orientation/Overview of the System

20

- Criminal justice system in a democratic society
- Philosophy of the contemporary system, the adversarial approach
- Legal foundations of crime
- Evolvement of social control
- Evolution of the present system of justice
- Background of the American system justice, legal-social
- Development and evolution of the subsystems

Explanation of Contemporary Crime

10

- Role of discretion in criminal processes
- Scope of the crime problem (sources of crime data)

Development and Structure of Law

30

- **Enforcement Systems**

- Emerging law enforcement system in the US
- Organization and operation of law enforcement, state & local structure & operation
- Introduction to law and the legal system
 - What is law?
 - Law and values
 - Limits of the law
 - Kinds of law (civil/criminal)
 - Lawmaking (legislatures/Constitutions)
 - Court System (Supreme, Federal, State, and Local)
 - Adversary system
 - Judges and juries
 - Lawyers
- Criminal Law & Juvenile Justice
 - Nature and causes of crime
 - Gangs and crime
 - Victims of crime
 - State and Federal crimes
 - Classes of crimes
 - Parties to crimes
 - Crimes of omission
 - Preliminary crimes
 - Solicitation
 - Attempt
 - Conspiracy
 - Crimes against persons
 - Homicide
 - Criminal and non-criminal homicide
 - Assault and battery
 - Guns and the law
 - Rape

- Robbery
 - Aggravated assault
- Crimes against property
 - Arson
 - Vandalism
 - Embezzlement
 - Larceny
 - Robbery
 - Extortion
 - Burglary
 - Forgery
 - Receiving stolen property
 - Auto theft
 - Computer crime
- Substance abuse
 - Alcohol, drugs, and tobacco
- Defenses
 - Infancy, intoxication, insanity, entrapment, duress, necessity
- Arrest
- Search and seizure
- Warrants
- Interrogations and confessions
- Proceedings before a trial
- Booking and initial appearance
 - Bail and pretrial release
 - Preliminary hearing
 - Grand jury
 - Felony arraignment
 - Pleas
 - Pretrial motions
 - Exclusionary rule
 - Plea bargaining

Structure and Role of Courts

20

- Federal, State, and Local
- Court officers – roles and expectations
- Prosecutor’s role in the court system
- U.S. Attorneys—expanded federal role
- Prosecution problems, plea bargaining, law enforcement liaison
- Trial
 - Right to trial by jury
 - Right to a speedy and public trial
 - Right to confront witnesses
 - Freedom from self-incrimination
 - Right to an attorney
- Sentencing
 - Corrections
 - Capital Punishment

Structure and Purpose of the

15

- **Correctional System**
 - Institutional corrections
 - Probation, parole and community corrections
 - Probation, new innovations
 - Juvenile Justice
 - Who is a juvenile?
 - Juvenile justice today
 - Procedures in juvenile court
 - Taking into custody
 - Detention hearing
 - Adjudicatory hearing
 - Dispositional hearing
 - Probation
 - California Youth Authority

Family Law

15

- Marriage
 - Legal aspects of marriage
 - Common law marriage
 - Financial responsibilities
 - Spousal abuse
 - Domestic violence
 - Palimony
 - Paternity
- Parents and children
- Responsibilities between parents and children
 - Support
 - Emancipation
 - Education
 - Medical care
 - Supervision
 - Discipline
 - Parent responsibility for child's acts
- Child abuse and neglect
 - Sexual abuse
 - Physical abuse
 - Mental and emotional abuse
 - Family problems
 - Separation
 - Divorce
 - Child custody
 - Alimony
- Wills and inheritance

Housing Law

5

- Buying
- Renting
- Leasing
- Rights and duties of landlords

- Landlord/tenant problems
- Housing for low income
- Zoning

Individual Rights and Liberties **15**

- Freedom of Speech
- Freedom of the Press
- Freedom of Association and Assembly
- Freedom of Religion
- Right to Privacy
- Due process
- Discrimination
- Rights and responsibilities in the workplace

Vehicle Codes **10**

- Penal codes
- Business and profession codes
- Welfare and institutions codes
- Health and safety codes

Mock Trial **20**

Communication Skills **5**

- Interpersonal communication
- Oral
- Written

Career Preparation **15**

FINAL EXAMINATION

Total **180 Total Hours**

CAREER PREPARATION STANDARDS

- A. PERSONAL SKILLS - Students will understand how personal skill development affects their employability. This skill includes positive attitudes, self-confidence, honesty, responsibility, initiative, self-discipline, personal hygiene, time management, and the capacity for lifelong learning.
1. Demonstrate an understanding of classroom policies and procedures.
 2. Discuss importance of the following personal skills in the business environment:
 - a. positive attitude
 - b. self-confidence
 - c. honesty
 - d. perseverance
 - e. self-management/work ethic
 - f. pride in product/work
 - g. dependability
 3. Identify acceptable work attire.
 4. Establish goals for self-improvement and further education/training.
 5. Prioritize tasks and meet deadlines.
 6. Understand the importance of initiative and leadership.
 7. Understand the importance of lifelong learning in a world of constantly changing technology.
- B. INTERPERSONAL SKILLS - Students will understand key concepts on group dynamics, conflict resolution, and negotiation. This skill includes the ability to work cooperatively, accept supervision, assume leadership roles, and show respect for others. This standard includes an understanding of sexual harassment laws and an appreciation of cultural diversity in the workplace.
1. Identify and discuss behaviors of an effective team.
 2. Explain the central importance of mutual respect in the workplace relations.
 3. Discuss and demonstrate strategies for conflict resolution and negotiation, and explain their importance within the business environment.
 4. Understand laws that apply to sexual harassment in the workplace, and identify tactics for handling harassment situations.
 5. Work cooperatively, share responsibilities, accept supervision and assume leadership roles.
 6. Demonstrate cooperative working relationships and proper etiquette across gender and cultural groups.
- C. THINKING AND PROBLEM-SOLVING SKILLS - Students will exhibit critical and creative thinking skills, logical reasoning, and problem solving. These skills include applying basic skills in order to calculate, estimate, measure; identify, locate, and organize information/data; interpret and follow directions from manuals, labels, and other sources; analyze and evaluate information and solutions.
1. Recognize the importance of good academic skills and implement a plan for self-improvement as needed.
 2. Read, write, and give directions.
 3. Exhibit critical and creative thinking skills and logical reasoning skills, and employ these skills for problem solving.
 - a. Work as a team member in solving problems.
 - b. Diagnose the problem, its urgency, and its causes.
 - c. Identify alternatives and their consequences.
 - d. Explore possible solutions.
 - e. Compare/contrast the advantages and disadvantages of alternatives.
 - f. Determine appropriate action(s).
 - g. Implement action(s).
 - h. Evaluate results of action(s) taken.

- D. **COMMUNICATION SKILLS** - Students will understand principles of effective communication. This standard includes effective oral and written communication, listening skills, following and giving directions, requesting and giving information, asking questions.
1. Use communication concepts in application of skills, techniques, and operations.
 - a. Prepare written material.
 - b. Analyze written material.
 2. Understand and implement written instructions, from technical manuals, written communications, and reference books.
 3. Present a positive image through verbal and nonverbal communication, and understand the power of body language in communication.
 4. Demonstrate active listening through oral and written feedback.
 5. Give and receive feedback.
 6. Demonstrate assertive communications (both oral and written).
 7. Demonstrate proper etiquette in workplace communications, including an awareness of requisites for international communications (languages, customs, time zones, currency and exchange rates).
 8. Demonstrate writing/editing skills as follows:
 - a. Write, proofread, and edit work.
 - b. Use correct grammar, punctuation, capitalization, vocabulary, and spelling.
 - c. Select and use appropriate forms of technology for communication.
 9. Exhibit a proficiency in the use of reference books.
 10. Research, compose, and orally present information for a variety of business situations utilizing appropriate technology.
- E. **OCCUPATIONAL SAFETY** - Students will understand occupational safety issues, including the avoidance of physical hazards in the work environment. This includes the safe operation of equipment, proper handling of hazardous materials, appropriate attire and safety accessories, avoidance of physical injuries, interpretation of warning and hazard signs and terminology, and following and understanding safety-related directions.
1. Discuss and implement good safety practices, including the following (if applicable to course):
 - a. personal
 - b. lab
 - c. fire
 - d. electrical
 - e. equipment
 - f. tools
 - g. interpretation of Material Safety Data Sheets (MSDSs)
 - h. Environmental Protection Agency (EPA)
 - i. Occupational Safety and health Administration (OSHA)
 - j. American Red Cross Standards (ARC)
 - k. Networking Safety Standards
 2. Apply sound ergonomic principles in organizing one's work space.
- F. **EMPLOYMENT LITERACY** - Students will understand career paths and strategies for obtaining employment within their chosen field. This includes traditional job preparation skills, such as resumes, application forms, cover letters, sources of employment information, and interviewing skills, but also includes an overview of the industry and an understanding of labor market trends.
1. Explore career opportunities and projected trends; investigate required education, training and experience; and develop an individual education plan.
 2. Identify steps for setting goals and writing personal goals and objectives.
 3. Examine aptitudes related to career options; relate personal characteristics and interests to educational and occupational opportunities.
 4. Develop a career portfolio, including the following documents:
 - a. job application

- b. resume(s)
 - c. appropriate cover and follow-up correspondence
5. Identify and demonstrate effective interviewing techniques.
- G. TECHNOLOGY LITERACY - Students will understand and adapt to changing technology by identifying, learning, and applying new skills to improve job performance. Students should understand the role of technology in their chosen field and should be able to use all appropriate technology. Students should also feel confident in their ability to learn new technology by generalizing from what they know, adapting skills to new situations, and identifying and using sources of information and of further learning.
- 1. Demonstrate the ability to use personal computers for loading and retrieving data, information gathering, measurements, and writing.
 - 2. Identify the characteristics and explain the importance of adapting to changes, being flexible, and evaluating goals when working in the industry.
 - 3. Understand the importance of lifelong learning in adapting to changing technology.
- H. IMPORTANCE OF ETHICS – Students will understand proper ethics in the workplace.
- 1. Discuss social and ethical responsibilities in the industry.
 - 2. Demonstrate ethical choices in workplace situations.