

## 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:**

<b>JOB TITLES:</b>	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; March 1, 2010

**HOURS:** 180

**CREDITS:** 5 (10 credits/year)

**PREREQUISITES:** None

**GRADE LEVEL:** 11-12

**TEXTBOOKS:** Criminal Justice Today, 9<sup>th</sup> Edition, Frank Schmalleger, Prentice-Hall  
Publisher, 2007

**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

<u>Unit of Instruction</u>	<u>Hours</u>	<u>Standards</u>
<b>Orientation/Overview of the System</b> <ul style="list-style-type: none"> <li>• Criminal justice system in a democratic society</li> <li>• Philosophy of the contemporary system, the adversarial approach</li> <li>• Legal foundations of crime</li> <li>• Evolvement of social control</li> <li>• Evolution of the present system of justice</li> <li>• Background of the American system justice, legal-social</li> <li>• Development and evolution of the subsystems</li> </ul>	20	[PS] A1.0, A2.0, A3.0, A4.0, A5.0, A6.0, A7.3, B3.1, B4.1, B6.2, B5.1, B9.0
<b>Explanation of Contemporary Crime</b> <ul style="list-style-type: none"> <li>• Role of discretion in criminal processes</li> <li>• Scope of the crime problem (sources of crime data)</li> </ul>	10	[PS] A2.3, A4.1, A5.0, A7.3, B6.2, B5.1, B9.6
<b>Development and Structure of Law Enforcement Systems</b> <ul style="list-style-type: none"> <li>• Emerging law enforcement system in the US</li> <li>• Organization and operation of law enforcement, state &amp; local structure &amp; operation</li> <li>• Introduction to law and the legal system                             <ul style="list-style-type: none"> <li>▪ What is law?</li> <li>▪ Law and values</li> <li>▪ Limits of the law</li> <li>▪ Kinds of law (civil/criminal)</li> <li>▪ Lawmaking (legislatures/Constitutions)</li> <li>▪ Court System (Supreme, Federal, State, and Local)</li> <li>▪ Adversary system</li> <li>▪ Judges and juries</li> <li>▪ Lawyers</li> </ul> </li> <li>• Criminal Law &amp; Juvenile Justice                             <ul style="list-style-type: none"> <li>▪ Nature and causes of crime</li> <li>▪ Gangs and crime</li> <li>▪ Victims of crime</li> <li>▪ State and Federal crimes</li> <li>▪ Classes of crimes</li> <li>▪ Parties to crimes</li> <li>▪ Crimes of omission</li> <li>▪ Preliminary crimes                                     <ul style="list-style-type: none"> <li>○ Solicitation</li> <li>○ Attempt</li> <li>○ Conspiracy</li> </ul> </li> </ul> </li> <li>• Crimes against persons                             <ul style="list-style-type: none"> <li>▪ Homicide</li> <li>▪ Criminal and non-criminal homicide</li> <li>▪ Assault and battery</li> <li>▪ Guns and the law</li> <li>▪ Rape</li> <li>▪ Robbery</li> <li>▪ Aggravated assault</li> </ul> </li> <li>• Crimes against property                             <ul style="list-style-type: none"> <li>▪ Arson</li> </ul> </li> </ul>	30	[FS] 12.1.6, 1.3, 10.1.3, 12.1.6, 12.2.3  [PS] A1.1, A4.0, A5.0, A7.3, B9.0, C1.1, C1.5, C1.6, C7.1, C7.2 C8.1, C8.2

<ul style="list-style-type: none"> <li>▪ Vandalism</li> <li>▪ Embezzlement</li> <li>▪ Larceny</li> <li>▪ Robbery</li> <li>▪ Extortion</li> <li>▪ Burglary</li> <li>▪ Forgery</li> <li>▪ Receiving stolen property</li> <li>▪ Auto theft</li> <li>▪ Computer crime</li> <li>• Substance abuse <ul style="list-style-type: none"> <li>▪ Alcohol, drugs, and tobacco</li> </ul> </li> <li>• Defenses <ul style="list-style-type: none"> <li>▪ Infancy, intoxication, insanity, entrapment, duress, necessity</li> </ul> </li> <li>• Arrest</li> <li>• Search and seizure</li> <li>• Warrants</li> <li>• Interrogations and confessions</li> <li>• Proceedings before a trial</li> <li>• Booking and initial appearance <ul style="list-style-type: none"> <li>▪ Bail and pretrial release</li> <li>▪ Preliminary hearing</li> <li>▪ Grand jury</li> <li>▪ Felony arraignment</li> <li>▪ Pleas</li> <li>▪ Pretrial motions</li> <li>▪ Exclusionary rule</li> <li>▪ Plea bargaining</li> </ul> </li> </ul>		
<p><b>Structure and Role of Courts</b></p> <ul style="list-style-type: none"> <li>• Federal, State, and Local</li> <li>• Court officers – roles and expectations</li> <li>• Prosecutor’s role in the court system</li> <li>• U.S. Attorneys—expanded federal role</li> <li>• Prosecution problems, plea bargaining, law enforcement liaison <ul style="list-style-type: none"> <li>▪ Trial <ul style="list-style-type: none"> <li>○ Right to trial by jury</li> <li>○ Right to a speedy and public trial</li> <li>○ Right to confront witnesses</li> <li>○ Freedom from self-incrimination</li> <li>○ Right to an attorney</li> </ul> </li> <li>▪ Sentencing <ul style="list-style-type: none"> <li>○ Corrections</li> <li>○ Capital Punishment</li> </ul> </li> </ul> </li> </ul>	<p><b>20</b></p>	<p>[FS] 2.3, 2.4(2.5), 3.0, 5.0, 7.0, 8.0, 9.0, 10.1.1, 10.1.3, 11.1.2, 11.1.3, 11.3, 11.3.5, 11.10, 11.10.2, 11.10.6, 11.10.7, 12.1.3, 12.1.5, 12.1.6, 12.2, 12.1, 12.2.3, 12.2.5, 12.4, 12.4.2, 12.4.5, 12.4.6, 12.5, 12.5.1, 12.5.2-4, 12.7.4, 12.7.7</p> <p>[PS] B1.0, B5.0, B8.0, B9.0, C3.0, C8.0</p>

<p><b>Structure and Purpose of the Correctional System</b></p> <ul style="list-style-type: none"> <li>• Institutional corrections</li> <li>• Probation, parole and community corrections</li> <li>• Probation, new innovations</li> <li>• Juvenile Justice <ul style="list-style-type: none"> <li>▪ Who is a juvenile?</li> <li>▪ Juvenile justice today</li> <li>▪ Procedures in juvenile court</li> <li>▪ Taking into custody</li> <li>▪ Detention hearing</li> <li>▪ Adjudicatory hearing</li> <li>▪ Dispositional hearing</li> <li>▪ Probation</li> <li>▪ California Youth Authority</li> </ul> </li> </ul>	15	<p>[FS] 1.0(24.1), 1.3(10.1), 12.9.5, 2.1(2.3), 2.2(2.4), 2.3, 2.4, 3.0, 4.0, 5.0, 7.0, 8.0, 9.0, 10.0</p> <p>[PS] A1.0, A2.0, A3.0, A4.2, A4.3, A5.0, A6.0, B1.0, B2.0, B9.0, C2.0, C5.2, C8.0, C9.0</p>
<p><b>Family Law</b></p> <ul style="list-style-type: none"> <li>• Child abuse and neglect <ul style="list-style-type: none"> <li>▪ Sexual abuse</li> <li>▪ Physical abuse</li> <li>▪ Mental and emotional abuse</li> <li>▪ Family problems</li> <li>▪ Separation</li> <li>▪ Divorce</li> <li>▪ Child custody</li> <li>▪ Alimony</li> </ul> </li> </ul>	15	<p>[FS] 2.2(2.4),2.2(2.6), 2.4, 3.0, 5.0, 8.0, 10.0</p> <p>[PS] A1.0, A2.0, A3.0, A4.0, A5.0, A6.0, B3.0, B5.0, C1.0, C3.0, C8.0, C9.0</p>
<p><b>International Criminal Justice</b></p> <ul style="list-style-type: none"> <li>• Terrorism</li> <li>• Agreements between agencies</li> </ul>	5	<p>[FS] 1.1 (24.1-2), 1.2 (d,h), 1.3 (10.1, 10.11), 10.1.2, 10.1.3, 11.3.4, 11.3.1, 12.1.1, 12.2.5, 12.3, 12.3.1, 12.3.3, 12.3.2, 12.9.4, 12.9.7, 2.1(2.3), 2.2(2.3b,f) (2.4a,c) 2.3(1.1, 1.2), 2.4(2.2f) (2.3) (2.5c), 3.1-3, 4.2</p> <p>[PS] B1.1, B1.2, B4.1, B4.2, B8.0, C1.0</p>
<p><b>Individual Rights and Liberties</b></p> <ul style="list-style-type: none"> <li>• Freedom of Speech</li> <li>• Freedom of the Press</li> <li>• Freedom of Association and Assembly</li> <li>• Freedom of Religion</li> <li>• Right to Privacy</li> <li>• Due process</li> <li>• Discrimination</li> <li>• Rights and responsibilities in the workplace</li> </ul>	15	<p>[FS] 12.5.2, 12.5.4, 2.3, 2.6, 2.3(1.2), 2.4(2.1, 2.3, 2.6), 12.1.6, 12.2.1, 12.3, 12.4, 12.5, 12.5.1</p> <p>[PS] B9.0, C8.0</p>



<b>Vehicle Codes</b> <ul style="list-style-type: none"> <li>• Penal codes</li> <li>• Business and profession codes</li> <li>• Welfare and institutions codes</li> <li>• Health and safety codes</li> </ul>	10	[FS] 2.4, 1.1, 1.2, 2.2, 2.6, 10.1, 10.2  [PS] C4.0, C4.3, C7.0, C7.1, C7.2
<b>Mock Trial</b>	20	[FS] 1.1(24.1-3), 1.2(1.f), 12.2.3
<b>Communication Skills</b> <ul style="list-style-type: none"> <li>• Interpersonal communication</li> <li>• Oral</li> <li>• Written</li> </ul>	5	[FS] 10.1.3, 11.3.4, 11.3.5, 12.1.4, 12.1.6, 12.2.6, 12.3, 12.3.1-4, 12.4-12.4.6, 12.7, (2.1) 2.1-2.3, (2.2) 2.3-2.6, (2.3) 1.1-1.3, (2.4) 2.1-2.6, 5.1-5.3  [PS] A3.0, A5.0, A7.0, B4.0, B5.0, B8.0, B9.0, C1.0, C2.0, C3.0, C5.0, C7.0, C8.0, C9.0
<b>Career Preparation</b>	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.

## **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

**Criminal Justice 10 – Spring Semester Final**

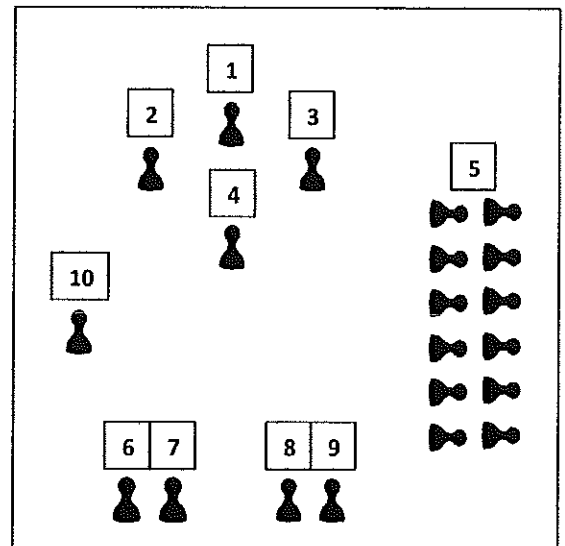
1. What does a police officer need to initiate a vehicle stop?
  - a. Investigative skills.
  - b. Reasonable cause.
  - c. Probable cause.
  - d. Suspicion of illegal activities.
  
2. How long after booking does an arrestee have to make a telephone call?
  - a. 2 hours
  - b. 4 hours
  - c. 6 hours
  - d. 8 hours
  
3. How can someone be released from jail?
  - a. Citation.
  - b. Posting bail.
  - c. Own recognizance.
  - d. All of the above.
  
4. What percentage of Bail is posted to a Bail Bondsman for release?
  - a. 5%
  - b. 10%
  - c. 15%
  - d. 20%
  
5. If you are arrested, within how many court days does the District Attorney have to file charges against you and take you to court?
  - a. 1
  - b. 2
  - c. 3
  - d. 4
  
6. If you remain in custody, how many court days are you entitled a Preliminary Hearing?
  - a. 2
  - b. 6
  - c. 8
  - d. 10
  
7. Who are present at a Preliminary Hearing?
  - a. Judge, Bailiff, Jury, Defendant, District Attorney, Court Clerk, Witnesses
  - b. Judge, Court Reporter, District Attorney, Defendant, Jury, Witnesses
  - c. Judge, Court Reporter, Defendant, Bailiff, Jury, District Attorney, Witnesses
  - d. Judge, Court Reporter, Defendant, Defense Attorney, District Attorney, Bailiff, Court Clerk, Witnesses
  
8. A Criminal Jury consists of how many members?
  - a. 6
  - b. 8
  - c. 10
  - d. 12

9. At a Preliminary Hearing the Defensive Attorney has to present enough evidence to hold the defendant to Answer
  - a. True
  - b. False
  
10. How are potential Jurors found in our communities?
  - a. Telephone Directories
  - b. Vehicle Registrations at Department of Motor Vehicles
  - c. Voter Registrations
  - d. College Attendance Rolls
  
11. If you are not selected as a juror during a Jury Selection Hearing your are excused for Jury Service for how long?
  - a. 6 months
  - b. 1 year
  - c. 1½ years
  - d. 2 years
  
12. What is the reason to have alternate jurors?
  - a. Help the Judge select jurors
  - b. Talk with the witnesses after court
  - c. Testify in court hearings
  - d. Take the place of a selected juror
  
13. A Criminal Jury has to have a majority of jurors' votes for a conviction.
  - a. True
  - b. False
  
14. A Civil Jury has to have a unanimous vote for a conviction.
  - a. True
  - b. False
  
15. During jury selection potential jurors are asked questions by the Prosecution and Defense Counsels. What is this process called?
  - a. Questioning
  - b. Voir Dire
  - c. Juror Dismissal
  - d. Civil and Criminal Jury Selection Process
  
16. During the Jury Selection Process the District Attorney and Defense Counsel can dismiss potential jurors without reason. The Dismissal process is called:
  - a. Legal Process
  - b. Peremptory Challenges
  - c. Jury Selection
  - d. Court Rejection Process
  
17. In a criminal jury selection process, other than murder, how many Peremptory Challenges does both the Defense and Prosecution have?
  - a. 5
  - b. 10
  - c. 15
  - d. 18

18. Jurors in an active jury trial are free to talk to their friends about the court case during the trial.
  - a. True
  - b. False
  
19. Which member of the jury can talk with the Judge during deliberations?
  - a. Juror #1
  - b. Oldest Male Juror
  - c. Jury Foreman
  - d. Oldest Female Juror
  
20. Which member of the courtroom is the only person that can talk with the jury during deliberations?
  - a. District Attorney
  - b. Defense Attorney
  - c. Judge
  - d. Bailiff

**Use the diagram to answer the following ten questions:**

21. Name courtroom personnel #1 \_\_\_\_\_
22. Name courtroom personnel #2 \_\_\_\_\_
23. Name courtroom personnel #3 \_\_\_\_\_
24. Name courtroom personnel #4 \_\_\_\_\_
25. Name courtroom personnel #5 \_\_\_\_\_
26. Name courtroom personnel #6 \_\_\_\_\_
27. Name courtroom personnel #7 \_\_\_\_\_
28. Name courtroom personnel #8 \_\_\_\_\_
29. Name courtroom personnel #9 \_\_\_\_\_
30. Name courtroom personnel #10 \_\_\_\_\_



31. If a jury cannot make a decision it is called what?
  - a. Indecision
  - b. Dismissal Process
  - c. Hung Jury
  - d. Free Jury
  
32. Surveillances are a good tool for law enforcement for what?
  - a. Spy on criminals
  - b. Look for stolen vehicles
  - c. Gather intelligence
  - d. Find burglars
  
33. Police officers are authorized to use:
  - a. Good Judgment
  - b. Discretion
  - c. Deception if Necessary
  - d. Deadly Force



43. What is Deadly Force?
- Right for an officer to kill an injured animal.
  - Force used by a suspect at a homicide scene.
  - Force used by an officer in life threatening situations.
  - Force used against Osama Bin Laden.
44. When is force by an officer authorized?
- When he feels like it.
  - To effect an arrest.
  - To show the crook who is boss.
  - If a judges authorizes it.
45. What is the primary reason for the Miranda Decision?
- Protect the accused from law enforcement.
  - Protect law enforcement from civil suits.
  - Protect the accused from self-incrimination.
  - Protect the judge in a Jury Trial.
46. If a defendant does not appear in court what happens?
- His Probation Officer is called.
  - A warrant is issued.
  - He is released on his own recognizance.
  - He is given another court date.
47. How much marijuana in your possession results in a citation not arrest?
- One joint
  - An ounce or less
  - Ten joints or less
  - All of the above.
48. If you are found in Possession of a kilo of cocaine, how much do you have?
- 1 pound
  - ½ pound
  - 4 pounds
  - 2.2 pounds
49. Who analyzes drugs found at a crime scene?
- Investigating Officer
  - Detective in Charge
  - Identification Bureau
  - Patrol Officer
50. Who was Richard Ramirez?
- Corcoran Correctional Officer
  - Lead Investigator in the Dana Ewell murder case.
  - High ranking FBI Agent
  - Serial Killer