Virginia CTE

Criminal Justice I (2024)

Demonstrating Personal Qualities and Abilities

1 **Demonstrate creativity and innovation.** 1

- 1 discussing the importance of creativity and innovation in the workplace 1.1
- 2 brainstorming and contributing ideas, strategies, and solutions 1.2
- 3 developing and/or improving products, services, or processes 1.3
- 4 identifying and allocating available resources. 1.4

2 **Demonstrate critical thinking and problem-solving.** 2

- 1 recognizing and analyzing problems 2.1
- 2 evaluating potential solutions and resources 2.2
- 3 using a logical approach to make decisions and solve problems 2.3
- 4 implementing effective courses of action. 2.4

3 **Demonstrate initiative and self-direction.** 3

- 1 recognizing the importance of proactive, independent decision making 3.1
- 2 identifying workplace needs 3.2
- 3 completing tasks with minimal direct supervision 3.3
- 4 applying solutions. 3.4

4 **Demonstrate integrity.** 4

- 1 defining integrity 4.1
- 2 recognizing the importance of having integrity in the workplace 4.2
- 3 complying with local, state, and federal laws 4.3
- 4 adhering to workplace policies and procedures 4.4
- 5 exhibiting honesty, fairness, and respect toward self, others, and property. 4.5

5 **Demonstrate work ethic.** 5

- 1 defining work ethic 5.1
- 2 recognizing the importance of having a strong work ethic 5.2
- 3 demonstrating diligence (e.g., working with persistence to accomplish a task) 5.3
- 4 maintaining dependability (e.g., being reliable) 5.4
- 5 accounting for one's decisions and actions 5.5

6 accepting the consequences of decisions and actions. 5.6

Demonstrating Interpersonal Skills .

6 Demonstrate conflict-resolution skills. 6

1 negotiating diplomatic solutions to interpersonal and workplace issues (e.g., due to personality, culture, work style, or performance). 6.1

7 Demonstrate listening and speaking skills. 7

1 defining nonverbal cues 7.1

2 employing active listening techniques (e.g., asking clarifying questions, paraphrasing what was said) 7.2

3 exhibiting public speaking skills (e.g., making presentations) 7.3

4 articulating ideas in a manner appropriate to the setting and audience (e.g., considering the chosen communication method and audience's level of knowledge). 7.4

8 Demonstrate respect for diversity. 8

1 defining diversity and discussing its importance 8.1

2 identifying individual differences (e.g., age, gender, ethnicity, culture, race, viewpoints, socioeconomic status, and ability) 8.2

3 showing respect for and valuing individual differences in the workplace 8.3

4 being self-aware and mindful of one's own bias 8.4

5 collaborating with people of diverse backgrounds, viewpoints, and experiences. 8.5

9 Demonstrate customer service skills. 9

1 service; external customer service) 9.1

2 identifying the benefits of providing helpful, courteous, and knowledgeable customer service 9.2

3 prioritizing customer service (both within an organization and to external customers and stakeholders) 9.3

4 anticipating needs of customers and coworkers 9.4

5 demonstrating how to provide helpful, courteous, and knowledgeable service to address customer and/or coworker needs. 9.5

10 Collaborate with team members. 10

1. defining collaboration and teamwork 10.1
2. discussing the benefits of teamwork 10.2
3. establishing expectations, roles, and goals 10.3
4. contributing to the success of the team by sharing responsibility 10.4
5. respecting the thoughts, opinions, and contributions of other team members. 10.5

Demonstrating Professional Competencies .

11 Demonstrate big-picture thinking. 11

1. defining big-picture thinking as an understanding of one's role in fulfilling the mission of the workplace and a consideration of the social, economic, and environmental effects of one's actions 11.1
2. identifying the organization’s structure, culture, policies, and procedures, as well as its role and position within the community, industry, and economy. 11.2

12 Demonstrate career- and life-management skills. 12

1. (e.g., minimum job qualifications, advancement and professional-development opportunities) 12.1
2. identifying available benefits and professional resources (e.g., labor unions, professional organizations, employee-assistance programs, insurance and retirement benefits) 12.2
3. managing personal growth and wellness (e.g., stress management, self-care, financial planning) 12.3
4. setting goals (e.g., specific, measurable, attainable, realistic, time-bound [SMART] goals). 12.4

13 Demonstrate continuous learning and adaptability. 13

1. describing the importance of continuous learning 13.1
2. identifying resources for continuous learning (e.g., publications, trade organizations, professional networking, workshops/classes) 13.2
3. modifying work performance based on feedback (i.e., being coachable) 13.3
4. acquiring industry-related professional skills and knowledge (e.g., credentials/certifications) 13.4
5. adapting to changing job requirements. 13.5

14 Manage time and resources. 14

1. defining efficiency and productivity as they relate to time and resource management 14.1
2. developing a plan of work 14.2
3. differentiating between high- and low-priority tasks 14.3

4. adapting work goals based on time and resources 14.4
5. considering resources 14.5
    a. human (personnel)—capitalizing on strengths; respecting professional goals 14.A
    b. capital—maintaining equipment to ensure longevity and efficiency 14.B
    c. natural—using responsible and sustainable practices. 14.C

15 Demonstrate information-literacy skills. 15

1. defining information literacy 15.1
2. locating and evaluating credible and relevant sources of information 15.2
3. using information effectively to accomplish work-related tasks. 15.3

16 Demonstrate an understanding of information security. 16

1. identifying various information types/formats (e.g., paper, electronic) 16.1
2. describing cybersecurity (e.g., risks, threats, vulnerabilities) 16.2
3. using technology ethically (e.g., appropriately using social networks, managing personal information) 16.3
4. abiding by workplace policies (e.g., acceptable use policy [AUP]) 16.4
5. protecting confidentiality (e.g., protecting login information and customer information) 16.5
6. following workplace security procedures. 16.6

17 Maintain working knowledge of current information-technology (IT) systems. 17

1. hardware and devices (e.g., peripherals) 17.1
2. software and applications 17.2
3. cloud-based services 17.3
4. file-sharing techniques 17.4
5. emerging technologies 17.5
6. troubleshooting protocols and techniques. 17.6

18 Demonstrate proficiency with technologies, tools, and machines common to a specific occupation. 18

1. selecting and using technology, tools, and machines to accomplish work. 18.1

19 Apply mathematical skills to job-specific tasks. 19

1. performing calculations (e.g., percentages, fractions, addition, subtraction, averages, measurement, conversions, monetary transactions) 19.1
2. applying mathematical processes to accomplish job-specific tasks (e.g., estimating required supplies, completing expense reports) 19.2

3 managing personal finance (e.g., understanding wage rates, paycheck deductions, taxes, sales receipts). 19.3

20 Demonstrate professionalism. 20

1 defining professionalism 20.1

2 practicing punctuality and attendance 20.2

3 adhering to work-schedule expectations 20.3

4 exercising etiquette (e.g., language, manners, and behaviors suitable for the workplace and online; appropriate verbal and nonverbal communication) 20.4

5 exhibiting professional self-representation (e.g., using a firm handshake, introducing oneself, making eye contact) 20.5

6 maintaining professional appearance (e.g., maintaining personal hygiene, adhering to a dress code). 20.6

21 Demonstrate reading and writing skills. 21

1 reading and interpreting workplace documents 21.1

2 effectively writing workplace documents, considering 21.2

a ability to convey messages with clarity 21.2.A

b professional tone, appropriate to audience 21.2.B

c grammar 21.2.C

d forms and conventions (e.g., formatting documents, using an email signature). 21.2.D

22 Demonstrate workplace safety. 22

1 adhering to Occupational Safety and Health Administration (OSHA) standards and instructor and manufacturer guidelines 22.1

a interpreting safety data sheets (SDS) 22.1.A

b identifying and using personal protective equipment (PPE) 22.1.B

2 maintaining universal precautions (e.g., to protect against bloodborne pathogens) 22.1.2

3 identifying risks and hazards in the workplace 22.3

4 following emergency protocols (e.g., evacuation routes). 22.4

Examining All Aspects of an Industry .

23 Examine aspects of planning within an industry/organization. 23

1 development of vision and mission statements 23.1

2 setting of performance goals and objectives 23.2

3 review of previous performance (e.g., productivity, profit) 23.3

4 evaluation of current assets 23.4

5 formulation of strategic and operational plans 23.5

6 use of planning tools (e.g., market research, budget analysis, decision-making models, competitive analyses) 23.6

7 determination of human, natural, technology, and capital resource needs 23.7

8 forecasting of trends 23.8

9 anticipation of changes in the business climate (e.g., economic factors, laws, regulations, taxes) 23.9

10 anticipation of and compensation for organizational and industry risk. 23.10

24 Examine aspects of management within an industry/organization. 24

1 effect of the organization's structure and culture on operations 24.1

2 process for accomplishing goals, using available human, natural, technology, and capital resources 24.2

3 ways of ensuring open communication channels 24.3

4 ways of enabling workers to fulfill their responsibilities 24.4

5 evaluation of workers' performance 24.5

6 provision of training and job-growth opportunities to workers 24.6

7 assurance of worker equity, access, and safety 24.7

8 resolution of conflicts 24.8

9 performance of employment functions (e.g., recruiting, hiring, retaining, discharging). 24.9

25 Examine aspects of financial responsibility within an industry/organization. 25

1 accounting processes 25.1

2 financial decision-making processes, including budget development 25.2

3 methods of acquiring capital 25.3

4 management of financial operations, including payroll, transactions, records, and reports. 25.4

26 Examine technical and production skills required of workers within an industry/organization. 26

1 industry-related technical skills (e.g., communication, mathematics, science, technology, time-management, and creative-thinking skills) 26.1

2 industry-related production skills (specific skills used for production of goods or services) 26.2

3 industry-related interpersonal and team-player skills. 26.3

27 Examine principles of technology that underlie an industry/organization. 27

1 technological systems used in the industry 27.1

2 mathematical, scientific, social, ethical, and economic principles underlying the technological systems 27.2

3 impact of energy systems, fuel sources, and other technological systems on the production of goods and services 27.3

4 use of emerging and alternative energy resources in the production of goods and services 27.4

5 generation and distribution of energy to industries/organizations for use in creating goods and services. 27.5

28 Examine labor issues related to an industry/organization. 28

1 workers' rights and responsibilities (e.g., wages, benefits, working conditions) 28.1

2 role of employment contracts and agreements 28.2

3 role of certification, licensure, and other requirements for specific jobs/occupations 28.3

4 role of labor organizations and other worker advocacy groups (e.g., professional/trade associations). 28.4

29 Examine community issues related to an industry/organization. 29

1 the effects of the organization on the community (e.g., provision of jobs, tax revenue, and goods/services; involvement in community programs/activities; environmental impact) 29.1

2 the effects of the community on the organization (e.g., employee base; local taxes and regulations; local government services such as roads, schools, utilities; other local services). 29.2

30 Examine health, safety, and environmental issues related to an industry/organization. 30

1 responsibility for workers' health and safety 30.1

2 laws/regulations and practices affecting workers' health and safety 30.2

3 health and safety hazards 30.3

4 health and safety programs 30.4

5 responsibility for the environment 30.5

6 laws/regulations and practices affecting the impact on the environment 30.6

7 sustainability initiatives. 30.7

Addressing Elements of Student Life .

31 Identify the purposes and goals of the student organization. 31

1 providing opportunities for personal development and preparation for adult life 31.1

2 providing opportunities for making decisions and assuming responsibilities 31.2

3 encouraging democracy through cooperative action 31.3

4 preparing for multiple, nontraditional roles in society 31.4

5 promoting greater understanding between youth and adults. 31.5

6 promoting personal growth and leadership development 31.6

7 helping students develop life skills in the areas of character development and ethical behavior, creative and critical thinking, interpersonal communication, practical knowledge, and career preparation. 31.7

32 Explain the benefits and responsibilities of membership in the student organization as a student and in professional/civic organizations as an adult. 32

1 development of leadership and other life skills, including planning, goal setting, problem solving, decision making, and interpersonal communication 32.1

2 opportunities for school and community service 32.2

3 development of interpersonal relationships 32.3

4 opportunities for experiential learning 32.4

5 opportunities to compete in student events on local, state, and national levels 32.5

6 access to professional information and opportunities 32.6

7 opportunities for career development. 32.7

8 contributory participation in the student organization as a student and in professional/civic organization activities as an adult 32.8

9 display of appropriate conduct in all activities and events related to the student organization and professional/civic organizations. 32.9

33 Demonstrate leadership skills through participation in student organization activities, such as meetings, programs, and projects. 33

1 contributory participation in activities such as meetings, fund- raising projects, school and community-service projects, and competitive events. 33.1

34 Identify Internet safety issues and procedures for complying with acceptable use standards. 34

1 The school division's acceptable use policy 34.1

2 Laws and guidelines governing Internet usage, including those about copyright and file sharing 34.2

3 Techniques that illegitimate parties use to solicit personal information 34.3

4 Techniques that help protect a computer user against cyber predators 34.4

5 Software applications and user techniques that help protect against security attacks 34.5

6 Review the Virginia Department of Education guidelines for instructional programs related to Internet safety. 34.6

Exploring Work-Based Learning .

35 Identify the types of work-based learning (WBL) opportunities. 35

1 job shadowing 35.1

2 mentorship 35.2

3 externship 35.3

4 school-based enterprise 35.4

5 entrepreneurship 35.5

6 internship 35.6

7 service learning 35.7

8 clinical experience 35.8

9 cooperative education 35.9

10 Youth Registered Apprenticeship 35.10

11 Registered Apprenticeship 35.11

12 Supervised Agricultural Experience. 35.12

36 (Optional) Reflect on lessons learned during the WBL experience. 36

1 workplace procedures 36.1

2 application of course competencies to WBL experience 36.2

3 new knowledge gained through the WBL experience. 36.3

37 Explore career opportunities related to the WBL experience. 37

1 listing possible careers related to this course 37.1

2 describing each career 37.2

3 determining the education and experience required 37.3

4 exploring job opportunities, salaries, and benefits. 37.4

38 (Optional) Participate in a WBL experience, when appropriate. 38

1 an emphasis on the relationship between course competencies and the WBL experience 38.1

2 adherence to workplace expectations during the WBL experience 38.2

3 completion of the WBL experience. 38.3

Practicing Safety .

39 Identify classroom safety rules and procedures. 39

1 refraining from rough or noisy behavior 39.1

2 reflecting school safety pledge/code/requirements 39.2

3 adhering to school rules and regulations 39.3

4 passing a safety test. 39.4

40 Identify school safety policies and procedures. 40

1 locating and reviewing the school safety/policy handbook and complying with policies and procedures. 40.1

41 Follow general safety procedures. 41

1. handling of all weapons and ammunition 41.1
2. handling of suspected narcotics 41.2
3. handling of transportation and/or patrol vehicles (e.g., cars, boats, bicycles, motorcycles, helicopters, planes, prisoner transport vans) 41.3
4. use of personal protective equipment (PPE) (e.g., gloves, masks, face shields) 41.4
5. handling of the four methods of pathogen contamination 41.5
    a. injection 41.A
    b. ingestion 41.B
    c. inhalation 41.C
    d. skin contact 41.D
6. discussing the responsibility of the student when hearing of potential danger or threats to students or the school. 41.6

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42 Identify equipment safety rules and procedures. 42

1. Identification of safety rules and procedures should be applied to equipment common to criminal justice trades, including, but not limited to, handcuffs, training equipment, and issued equipment. 42.1

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43 (Optional) Earn the Occupational Safety and Health Administration (OSHA) 10 certification. 43

1. recognize that one has acquired 10 hours of safety instruction 43.1
2. help teach national standards for personal safety within a lab environment 43.2
3. validate safety skills to the industry 43.3
4. help workers become more safety conscious and responsible. 43.4

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44 Demonstrate practices that promote health and wellness. 44

1. preventing common injuries, such as those caused by slips and falls, improper lifting techniques, improper use of tools or equipment, overexertion, and fatigue 44.1
2. maintaining physical fitness and a healthy diet 44.2
3. managing stress 44.3
4. being aware of mental and emotional health 44.4
5. using relevant resources. 44.5

Introducing the Criminal Justice System .

45 Describe the elements of the criminal justice system. 45

1. elements of the American criminal justice system 45.1
2. the primary purpose of each element 45.2
3. primary relationship among law enforcement, corrections, and the courts 45.3
4. purpose of the courts (i.e., to interpret the law and to apply it to cases) 45.4

5 goals of law enforcement (i.e., to control and to prevent crime) 45.5

6 roles of corrections (i.e., custody, control, supervision, and security vs. rehabilitation). 45.6

46 Explain the role of the criminal justice system within the structure of the federal, state, and local governments. 46

1 the three branches of the federal government and the responsibilities of each 46.1

2 law enforcement agencies that operate under the executive branch of the federal government 46.2

3 branches of the state government and the placement of law enforcement courts and corrections within that structure 46.3

4 organization of local government and the placement of criminal agencies in that structure 46.4

5 interrelationships among federal, state, and local criminal justice agencies. 46.5

47 Differentiate between criminal justice and criminology. 47

1 Criminology is the study of criminal behavior. 47.1

2 Criminal justice is the study of the procedures, processes, and institutions related to the application of law. 47.2

48 Describe the historical basis of the American criminal justice system. 48

1 various changes in punishment/sentencing throughout the history of the criminal justice system 48.1

2 evolution of police, the courts, and corrections 48.2

3 concept of common law 48.3

4 influence of Sir Robert Peel on modern policing 48.4

5 progression of substantive American criminal laws from their bases in common law 48.5

6 emergence of procedural law (i.e., case law) from substantive law. 48.6

49 Explore criminal justice systems across the globe. 49

1 the cultural and historical contexts of criminal justice in various countries 49.1

2 differences and similarities in the courts, policing, and corrections. 49.2

Exploring Careers in Criminal Justice .

50 Research occupations related to criminal justice. 50

1 the employment requirements, duties, working conditions, salary, and benefits associated with various entry-level positions. 50.1

51 Identify the personal and professional ethics associated with criminal justice professions. 51

1 definitions of professional and ethical standards 51.1

2 comparisons of codes of ethics (e.g., law enforcement, corrections, courts) 51.2

3 an explanation of unethical, illegal, and unprofessional conduct 51.3

4 definition of discretionary enforcement and the possible undesirable results 51.4

5 principles that define law enforcement as a profession 51.5

6 the influence of social media on the application process, as well as on continuing employment. 51.6

Understanding the Rule of Law .

52 Differentiate among criminal, civil, and case law. 52

1 criminal law 52.1

a status offenses 52.1.A

b common law and statutory law 52.1.B

c spirit of the law and letter of the law 52.1.C

d standard of proof 52.1.D

2 civil law 52.2

a tort 52.2.A

b breach of contract 52.2.B

c standard of proof 52.2.C

3 case law 52.3

a precedents 52.2.A

b decisions affecting statutory law. 52.2.B

53 Explain constitutional rights relevant to criminal procedure. 53

1 Fourth Amendment 53.1

2 Fifth Amendment 53.2

3 Sixth Amendment 53.3

4 Eighth Amendment. 53.4

54 Identify basic case law relevant to criminal procedure. 54

1 explaining the concept of precedent and stare decisis and the importance of landmark cases such as 54.1

a Silverthorne Lumber Company v. United States (1920) 54.1.A

b Carroll v. United States (1925) 54.1.B

c Mapp v. Ohio (1961) 54.1.C

d Escobedo v. Illinois (1964) 54.1.D

e Miranda v. Arizona (1966) 54.1.E

f Terry v. Ohio (1968). 54.1.F

55 Define crime. 55

1. actus reus—conduct or criminal act, and concurrence 55.1
2. mala in se—acts that are illegal because they are inherently wrong (e.g., murder) 55.2
3. mala prohibita—acts that are illegal because the law prohibits them (e.g., underage drinking) 55.3
4. mens rea—criminal intent (the criminal mind) 55.4
5. intent—general, specific, implied, and transferred 55.5
6. action and the omission of an action (negligence) 55.6
7. strict liability offenses. 55.7

56 Identify felonies, misdemeanors, and infractions. 56

1. the legal definitions of felony, misdemeanor, and infraction 56.1
2. the classes of felonies and misdemeanors 56.2
3. violations according to the Code of Virginia 56.3
4. location of a code by definition and by code number. 56.4

57 Identify crimes against persons and crimes against property. 57

1. the difference between crimes against persons and crimes against property, using the Uniform Crime Report/National Incident Based Reporting System (NIBRS) 57.1
2. examples and elements of each 57.2
3. felony and misdemeanor crimes. 57.3

58 Explain how probable cause might be established. 58

1. definition of arrest 58.1
2. definition of probable cause 58.2
    a. the ways probable cause is established, including for arrest 58.2.A
    b. the relationship between probable cause and obtaining search warrants 58.2.B
    c. the relationship between probable cause and searching without a warrant 58.2.C
    d. the placement of probable cause on a continuum of proof 58.2.D
2. reasonable suspicion and how it differs from or leads to probable cause 58.2
3. the exclusionary rule and reasons for it 58.3
4. the safeguards to unreasonable searches and seizure under the Fourth Amendment and related U.S. Supreme Court rulings (e.g., Terry v. Ohio) 58.4
5. the potential consequences of an illegal search 58.5
6. completing an affidavit for an arrest warrant 58.6

7 the five areas the courts examine to judge the reasonableness of an officer's conclusions of probable cause for arrest 58.7

a the officer's observation 58.7.A

b other sources of information 58.7.B

c patterns of criminal behavior 58.7.C

d the officer's training, experience, and influences 58.7.D

e investigative deductions made by the officer. 58.7.E

59 Explain rules of evidence. 59

1 definition of evidence, material evidence, chain of custody, and rules of evidence 59.1

2 importance of maintaining the chain of custody from the point of seizure through trial 59.2

3 the collection, tagging, preservation, and transportation of evidence 59.3

4 reasons for excluding evidence at a trial 59.4

5 the meaning of hearsay evidence and its admissibility in a trial 59.5

6 Giglio v. United States, 405 U.S. 150 (1972) 59.6

7 Brady v. Maryland, 373 U.S. 83 (1963). 59.7

Exploring Policing .

60 Describe appropriate use of force in criminal justice. 60

1 the levels of force (i.e., the escalating levels of response available to the police officer, beginning with officer presence and continuing through verbal commands, control restraint, less-than-lethal force, and deadly force) 60.1

2 duty to intervene 60.2

3 the role of de-escalation 60.3

4 citizen actions that precipitate the escalating levels of police response, to include cooperative, passive resistance, active resistance, active assaultive, and deadly threat 60.4

5 threat perception 60.5

6 the legal definition of self-defense 60.6

7 the legal relationship between the fear of bodily harm and the use of deadly force (See the Code of Virginia for specifics about the use of deadly force) 60.7

8 the tests under the law that justify the use of deadly force to defend oneself or another person 60.8

9 the conditions under which an officer may use less-than-lethal force to control a situation or effect an arrest 60.9

10 the conditions under which an officer may use deadly force 60.10

11 the right of officers (and other protective services officers) to use deadly force vis-à-vis a citizen's right to self-defense 60.11

12 an administrative review of all use-of-force incidents 60.12

13 a review of Graham v. Connor (1989). 60.13

61 Describe factors an officer must consider when faced with the use of deadly force. 61

1 ability, opportunity, imminent/immediate danger, and preclusion 61.1

2 the escalating levels of response available to the police officer (i.e., officer presence, verbal commands, control restraint, less-than-lethal force, and deadly force) 61.2

3 the reasonable belief that a suspect has both the ability and the opportunity to cause great bodily harm, or death 61.3

4 timing and control (i.e., making decisions quickly and taking action) 61.4

5 a review of Tennessee v. Garner (1985). 61.5

62 Describe standards required for the handling and use of deadly weapons. 62

1 definition of the term deadly weapons 62.1

2 nomenclature of each part of a standard revolver, a semi-automatic handgun, and a pump shotgun 62.2

3 standard procedures for unloading and loading weapons 62.3

4 standard procedures for cleaning, storing, and transporting weapons 62.4

5 principles of good marksmanship in the use of firearms 62.5

6 qualification requirements for firearms. 62.6

63 Identify the initial responsibilities of officers responding to emergencies. 63

1 following pre-scene arrival procedures 63.1

2 giving due regard to the safety of others when driving and arriving on scene 63.2

3 assessing signs of dangerous or hazardous situations at the scene of an accident 63.3

4 rescuing and caring for the injured 63.4

5 using emergency evacuation procedures, if necessary 63.5

6 protecting evidence at the scene of an accident 63.6

7 initiating interview of witnesses at the scene. 63.7

64 Describe the purposes of traffic laws. 64

1 regulation of traffic 64.1

2 reduction of accidents 64.2

3 promotion of voluntary compliance. 64.3

65 Describe the officer's role in the enforcement of traffic laws and in the investigation of traffic violations. 65

1. discretion used in traffic enforcement (e.g., warning, summons, arrest) 65.1
2. display of proper attitude when making a traffic stop 65.2
3. consideration of weather conditions 65.3
4. commitment to public safety and officer safety. 65.4

66 Describe techniques for vehicle stops. 66

1. the three types of vehicle stops 66.1
   a. traffic 66.1.A
   b. investigative 66.1.B
   c. high-risk (i.e., felony) 66.1.C
2. safety precautions to observe during vehicle stops 66.2
3. the importance of radio and written communication during vehicle stops 66.3
4. procedures for stopping a vehicle 66.4
5. courteous behavior by the officer during vehicle stops 66.5

67 the general principles of high-risk stops. 67

1. potential high-risk situations (e.g., crimes in progress, alarms, domestic disputes, disasters, ambush) 67.1
2. factors for officer survival (e.g., positive attitude, anticipation of danger, plan of action, good physical condition, maintenance of equipment, cover vs. concealment) 67.2
3. importance of effective initial response 67.3
4. procedures for handling various high-risk situations. 67.4

68 Explain crime prevention. 68

1. definition of crime prevention, anticipation, recognition, appraisal, and action 68.1
2. the difference between the active and reactive roles of the police in crime prevention 68.2
3. desired results of anticipating crime through crime analysis 68.3
4. reasons for not reporting some crimes 68.4
5. the crime triangle—desire, ability, and opportunity 68.5
6. Crime Prevention Through Environmental Design (CPTED) and CPTED methods 68.6
7. crime prevention by cooperation with the community 68.7
8. practices for reducing the opportunity and risks for a crime to be committed 68.8
9. community policing. 68.9

69 Describe methods for protecting persons. 69

1 educating citizens to use legal and common-sense methods 69.1

2 suggesting safe methods for traveling at night, both on foot and by car, in a city or in a rural area 69.2

3 suggesting methods to discourage attack or for citizens to defend themselves 69.3

4 teaching citizens how to avoid becoming a victim of a cyber crime 69.4

5 teaching younger children how to protect themselves from attack by adults 69.5

6 teaching methods for summoning emergency police assistance in various situations and environments 69.6

7 discussing laws pertaining to use of deadly force by private citizens. 69.7

Investigating a Crime Scene .

70 Analyze the application of the Fourth Amendment to search and seizure. 70

1 the differences between the plain view doctrine and the expectation of privacy 70.1

2 exigent circumstances. 70.2

71 Identify types of evidence associated with various crimes. 71

1 Murder—weapon, body fluids, skin under nails, deoxyribonucleic acid (DNA), indications of struggle, spatter patterns 71.1

2 Rape—body fluids and hairs, fibers, other trace evidence, signs of struggle (bruising) 71.2

3 Robbery—weapon, fingerprints, surveillance records, witnesses 71.3

4 Assault—physical injury (severity, degree), witnesses, weapon 71.4

5 Burglary—point of entry/exit, criminal intent, items left by the suspect, items taken by the suspect 71.5

6 Larceny—value of loss, serial numbers, identity of property owner 71.6

7 Arson—cause and origin of fire (accelerants, burn pattern), intent 71.7

72 Describe communication skills for the criminal justice professional. 72

1 victims 72.1

2 witnesses 72.2

3 suspects 72.3

4 juveniles 72.4

5 first responders. 72.5

73 Identify the investigating officer's tasks when working on criminal cases. 73

1 officer safety 73.1

2 medical attention for the injured 73.2

3 crime scene safety, security, and other priorities 73.3

4 crime scene notes and sketches 73.4

5 crime scene processing (e.g., fingerprint processing and identification, collecting other types of forensic evidence) 73.5

6 interviews of witnesses and potential suspects 73.6

7 search for different types of physical evidence 73.7

8 collection and preservation of evidence. 73.8

74 Describe documenting a crime scene, using photography. 74

1 systematic documentation, such as overall, mid-range, and close-up photographs. 74.1

75 Describe documenting a crime scene, using a sketch. 75

1 baseline (i.e., rectangulation) techniques 75.1

2 triangulation 75.2

3 coordinate. 75.3

76 Describe documenting a crime scene, using notes. 76

1 Who 76.1

2 What 76.2

3 When 76.3

4 Where 76.4

5 Why 76.5

6 How 76.6

77 Describe digital methods of documenting a crime scene. 77

1 the use of lasers, videography, body-worn cameras, and other examples of new technologies. Description should also include methods for preserving digital evidence. 77.1

78 Describe methods to search for physical evidence. 78

1 using search techniques appropriate to the crime scene, such as 78.1

a spiral (start from center and spiral outward, or opposite) 78.1.A

b zone/quadrant 78.1.B

c grid (create a grid and search one cell at a time) 78.1.C

d straight line (shoulder-to-shoulder responsibility) 78.1.D

2 identifying specialized search tools, such as 78.2

a K-9 78.2.A

b helicopter 78.2.B

c boat, divers 78.2.C

d volunteers 78.2.D

e unmanned aircraft. 78.2.E

79 Describe the collection of physical evidence. 79

1 documenting the evidence (e.g., photography, placement in diagram, notes) 79.1

2 acquiring an appropriate sample or quantity 79.2

3 acquiring a control sample 79.3

4 preserving the evidence (i.e., using appropriate materials based on type of evidence) 79.4

5 packaging the evidence (i.e., marking with case number, date, time, item number, location, initials) 79.5

6 establishing and preserving the chain of custody. 79.6

Exploring the Courts .

80 Identify the organizational structure and responsibilities of federal, state, and local courts. 80

1 the definition of courts of original jurisdiction, courts of limited jurisdiction, and appellate courts 80.1

2 the structure of courts at each level of government in Virginia 80.2

3 the primary responsibilities of each court 80.3

4 examples of cases that are heard at separate levels of the system of appeals. 80.4

81 Define bail, arraignment, preliminary hearing, grand jury, indictment, true bill vs. no bill, and trial in a criminal case. 81

1 purpose of bail and the types of bail available 81.1

2 procedure of arraignment 81.2

3 purpose and procedures of a preliminary hearing 81.3

4 role of the grand jury in a criminal case and the decisions handed down (i.e., true bill and no bill) 81.4

5 purpose and procedures of trial. 81.5

82 Describe the roles of the judge, magistrate, bailiff, prosecuting attorney, defense attorney, victim/witness advocate, and jury. 82

1 judge's duties at each level of the court system 82.1

2 duties of the magistrate 82.2

3 bailiff's duties in court 82.3

4 responsibilities of the prosecuting attorney (e.g., commonwealth's attorney) 82.4

5 right to counsel (Gideon v. Wainwright [1963]) and the responsibilities of defense attorney 82.5

6 role of the victim/witness advocate 82.6

7 role and use of plea bargaining in the legal process 82.7

8 duties of civil, criminal, and grand juries 82.8

9 responsibilities of an impartial jury. 82.9

83 Describe professional demeanor in court. 83

1 standards for appearance and dress for officers testifying in court 83.1

2 language factors that influence the image of the police officer on the stand 83.2

3 importance of body language 83.3

4 preparation for court appearance. 83.4

84 Describe the sentencing process. 84

1 the probation officer's role in the pre-sentence investigation 84.1

2 the judge's discretion in sentencing and statutory mandates 84.2

3 types of sentencing (i.e., withhold findings, suspended sentence, incarceration, and community service) 84.3

4 concurrent sentence vs. consecutive sentence 84.4

5 the goals of sentencing (e.g., retribution, rehabilitation, incapacitation, deterrence, restoration) 84.5

6 capital crimes and the death penalty. 84.6

Understanding Juvenile Justice .

85 Describe the history and the purpose of the juvenile justice system. 85

1 the origins of the U.S. juvenile justice system 85.1

2 examples of status offenses (e.g., truancy, runaway, underage alcohol possession/consumption) 85.2

3 the different categories of need within the juvenile justice system (e.g., child in need of services [CHINS] petition, abused/neglected child) 85.3

4 the differences between the adult and the juvenile courts system. 85.4

86 Describe the scope of authority of the Juvenile and Domestic Relations Court of Virginia. 86

1 the definition of juvenile 86.1

2 classifications of juveniles who fall under the juvenile court system 86.2

3 the qualifications for adjudication as a juvenile and for trial as an adult (certification hearing) 86.3

4 alternatives to disposition available to judges. 86.4

87 Identify constitutional guarantees for juveniles taken into custody. 87

1. case law that relates to juveniles taken into custody (in re Gault) 87.1
2. definition of parens patriae 87.2
3. application of the Eighth Amendment 87.3
4. the due process rights of adults vs. those of juveniles 87.4
5. adversarial, formal trials vs. informal hearings as they relate to the constitutional rights of the defendant. 87.5

88 Outline the stages of a typical juvenile case from arrest through adjudication. 88

1. types of arrest (i.e., petition, detention order) 88.1
2. roles of the juvenile intake officer and the probation officer 88.2
3. purpose and possible results of an intake interview (e.g., diversion) 88.3
4. details of a detention hearing and/or transfer hearing 88.4
5. facilities operated by the Department of Corrections for juvenile offenders. 88.5

89 Describe dispositions available through Juvenile and Domestic Relations Court. 89

1. foster care 89.1
2. shelter care 89.2
3. group home 89.3
4. detention center 89.4
5. learning center 89.5
6. jail 89.6
7. community service 89.7
8. house arrest or electronic monitoring 89.8
9. finding of not innocent 89.9
10. probation. 89.10

90 Explain procedures for handling juveniles' records. 90

1. restrictions on all documentation pertaining to the juvenile, including fingerprinting and photographing 90.1
2. Virginia's requirements for filing juvenile records 90.2
3. expunging and sealing of juvenile court records for employment or court actions. 90.3