

# CRIMINAL JUSTICE



## PURPOSE

To evaluate each contestant's preparation for employment and to recognize outstanding students for excellence and professionalism in the field of law enforcement and/or public security.

First, download and review the General Regulations at: <http://updates.skillsusa.org/>.

## ELIGIBILITY

Open to active SkillsUSA members enrolled in programs with law enforcement and/or public security as the occupational objective.

## CLOTHING REQUIREMENT

### Class D: Contest Specific — Automotive Blue Attire

**For both men and women:** Official SkillsUSA light blue work shirt; navy pants; black, brown, or tan leather work shoes safety shoes (with protective toe cap.) Safety glasses with side shields or goggles (prescription glasses may be used only if they are equipped with side shields. If not, they must be covered with goggles).

These regulations refer to clothing items that are pictured and described at: [www.skillsusastore.org](http://www.skillsusastore.org). If you have questions about clothing or other logo items, call 800-401-1560 or 703-956-3723.

**Note:** Contestants must wear their official contest clothing to the contest orientation meeting.

## EQUIPMENT AND MATERIALS

1. Supplied by the technical committee:
  - All necessary materials for the contest
2. Supplied by the contestant:
  - a. Small pocket notebook for field notes
  - b. 25' tape measure
  - c. Pens and pencils (two each)
  - d. Handcuffs

- e. Handcuff case
- f. Flashlight
- g. Fingerprint kit
- h. Belt and training holster with weapon
- i. Camera (can be on phone)
- j. Clipboard or Posse box for paperwork
- k. Accident template
- l. One-page, typewritten resume (hand in at orientation, three copies)
- m. All competitors must create a one-page résumé and submit a hard copy to the technical committee chair at orientation. Failure to do so will result in a 10-point penalty.

**Note:** Your contest may also require a hard copy of your résumé as part of the actual contest. Check the Contest Guidelines and/or the updates page on the SkillsUSA website: <http://updates.skillsusa.org/>.

## SCOPE OF THE CONTEST

The contest is defined by industry standards as identified by the SkillsUSA technical committee, which includes: Boone County Sheriff's Department (Missouri), Olathe Police Department (Kansas) and the Platte County Sheriff's Office (Missouri).

## Knowledge Performance

The contest includes a written knowledge exam assessing knowledge of laws and processes related to criminal justice.

## Skills Performance

The contest will include activities that simulate situations encountered by criminal justice professionals.

## Contest Guidelines

1. Each contestant must work independently without assistance from instructors, other contestants or observers.
2. The judging criteria and points assigned will be determined by the difficulty of the tasks assigned.

## **Standards and Competencies**

### **CJ 1.0 — Explain concepts and applications of the major principles of federal laws related to criminal justice**

- 1.1 Identify major themes of constitutional law and criminal law
- 1.2 Describe applicable laws of arrest
- 1.3 Describe rules of evidence
- 1.4 Explain federal laws related to search and seizure
- 1.5 Describe principles of juvenile law
- 1.6 Explain surcharges and civil and criminal liabilities

### **CJ 2.0 — Demonstrate standard patrol procedures in a simulated situation**

- 2.1 Describe commonly accepted procedures used for patrol
- 2.2 Plan patrol routes and practices
- 2.3 Use protocols in communicating with dispatcher
- 2.4 Describe safe operation of a police vehicle
- 2.5 Direct and control traffic as needed

### **CJ 3.0 — Investigate a traffic report and traffic accidents using standard procedures in a given situation**

- 3.1 Write a clear and concise report
  - 3.1.1 Use proper grammar, punctuation and spelling
  - 3.1.2 Identify persons involved
  - 3.1.3 Provide a full description of the person(s) and vehicle(s) involved
  - 3.1.4 Obtain a statement from the victim
- 3.2 Accurately describe an incident
- 3.3 Conduct a records check of suspicious subjects
- 3.4 Exhibit defensive techniques when encountering a suspicious subject

### **CJ 4.0 — Demonstrate the proper use of firearms and chemical agents used in law enforcement situations**

- 4.1 Describe standard protocols that govern the use of firearms and chemical agents
- 4.2 Identify components of common firearms and chemical agents
- 4.3 Explain the use and effect of common firearms and chemical agents
- 4.4 Show the use of a firearm in a simulated situation

- 4.5 Show the use of a chemical agent in simulated situation

### **CJ 5.0 — Demonstrate the knowledge and skills needed for emergency and crisis situations encountered by law enforcement officers**

- 5.1 Use crisis intervention techniques
- 5.2 Apply basic elements of emergency response
- 5.3 Demonstrate first aid procedures
- 5.4 Demonstrate water safety and rescue procedures
- 5.5 Explain first responder techniques

### **CJ 6.0 — Explain trial procedures and provide testimony for a given situation**

- 6.1 Explain typical trial procedures
- 6.2 Describe roles of those involved in trials and hearings
- 6.3 Prepare for trial as a witness
- 6.4 Provide testimony in a given situation

### **CJ 7.0 — Demonstrate communication and interpersonal skills used in criminal justice situations**

- 7.1 Show courtesy and professionalism
- 7.2 Listen intently to others
- 7.3 Use eye contact to establish rapport
- 7.4 Shake hands and introduce self to others
- 7.5 Speak clearly and effectively
- 7.6 Use proper grammar
- 7.7 Answer questions precisely
- 7.8 Follow protocol in communicating to a dispatcher

### **CJ 8.0 — Describe the operations of home and commercial security systems**

- 8.1 Identify types of security systems
- 8.2 Explain the operation of various types of security systems

### **CJ 9.0 — Demonstrate standard procedures for handling and evaluating physical evidence in a given situation**

- 9.1 Explain procedures for searching for evidence
- 9.2 Identify evidence at a crime scene
- 9.3 Document location where evidence was collected
- 9.4 Bag and label evidence
- 9.5 Follow chain of custody protocols

### **CJ 10.0 — Demonstrate procedures to arrest and search a subject in a simulated situation**

- 10.1 Approach a subject safely and professionally
- 10.2 Use procedures that ensure safety at all times
- 10.3 Obtain identification from a subject
- 10.4 Identify and describe probable cause prior to arrest
- 10.5 Check for active warrants through dispatcher
- 10.6 Place subject under arrest
- 10.7 Notify subject of reason for arrest
- 10.8 Use a safe handcuffing procedure to secure subject
- 10.9 Pat down or search subject using safe procedure
- 10.10 Find and remove weapons from subject
- 10.11 Secure removed weapons

### **CJ 11.0 — Collect clear and legible latent fingerprints from a crime scene**

- 11.1 Explain the proper technique for collecting fingerprints
- 11.2 Use the technique to collect fingerprints
- 11.3 Place collected fingerprints to card
- 11.4 Check for legibility of collected prints

### **Committee Identified Academic Skills**

The technical committee has identified that the following academic skills are embedded in this contest.

#### **Math Skills**

- Measure angles
- Apply transformations (rotate or turn, reflect or flip, translate or slide, and dilate or scale) to geometric figures
- Construct three-dimensional models
- Organize and describe data using matrixes
- Find arc length and the area of a sector

#### **Science Skills**

- Plan and conduct a scientific investigation
- Use knowledge of the particle theory of matter
- Describe and recognize elements, compounds, mixtures, acids, bases and salts
- Describe and recognize solids, liquids and gases

- Describe characteristics of types of matter based on physical and chemical properties
- Use knowledge of physical properties (shape, density, solubility, odor, melting point, boiling point, color)
- Use knowledge of chemical properties (acidity, basicity, combustibility, reactivity)
- Describe phases of matter
- Describe and identify physical changes to matter
- Predict chemical changes to matter (types of reactions, reactants and products, and balanced equations)
- Use knowledge of speed, velocity and acceleration
- Use knowledge of Newton's laws of motion
- Use knowledge of simple machines, compound machines, powered vehicles, rockets and restraining devices

#### **Language Arts Skills**

- Provide information in conversations and in group discussions
- Provide information in oral presentations
- Demonstrate use of such verbal communication skills as word choice, pitch, feeling, tone and voice
- Demonstrate use of such nonverbal communication skills as eye contact, posture and gestures using interviewing techniques to gain information
- Demonstrate comprehension of a variety of informational texts
- Use text structures to aid comprehension
- Organize and synthesize information for use in written and oral presentations
- Demonstrate knowledge of appropriate reference materials
- Use print, electronic databases and online resources to access information in books and articles
- Demonstrate narrative writing
- Demonstrate informational writing
- Edit writing for correct grammar, capitalization, punctuation, spelling, sentence structure and paragraphing

## Connections to National Standards

State-level academic curriculum specialists identified the following connections to national academic standards.

### Math Standards

- Geometry
- Measurement
- Data analysis and probability
- Problem solving
- Communication
- Connections
- Representation

**Source:** NCTM Principles and Standards for School Mathematics. For more information, visit: <http://www.nctm.org>.

### Science Standards

- Understands biological evolution and the diversity of life
- Understands the nature of scientific knowledge
- Understands the nature of scientific inquiry

**Source:** McREL compendium of national science standards. To view and search the compendium, visit: [www2.mcrel.org/compendium/browse.asp](http://www2.mcrel.org/compendium/browse.asp).

### Language Arts Standards

- Students adjust their use of spoken, written and visual language (e.g., conventions, style, vocabulary) to communicate effectively with a variety of audiences and for different purposes
- Students employ a wide range of strategies as they write and use different writing process elements appropriately to communicate with different audiences for a variety of purposes
- Students apply knowledge of language structure, language conventions (e.g., spelling and punctuation), media techniques, figurative language and genre to create, critique and discuss print and nonprint texts
- Students conduct research on issues and interests by generating ideas and questions, and by posing problems. They gather, evaluate and synthesize data from a variety of sources (e.g., print and nonprint texts, artifacts, people) to communicate their

discoveries in ways that suit their purpose and audience

- Students use a variety of technological and information resources (e.g., libraries, databases, computer networks, video) to gather and synthesize information and to create and communicate knowledge
- Students use spoken, written and visual language to accomplish their own purposes (e.g., for learning, enjoyment, persuasion and the exchange of information)

**Source:** IRA/NCTE Standards for the English Language Arts. To view the standards, visit: [www.ncte.org/standards](http://www.ncte.org/standards).