



2014 – 2015

**Arkansas Department of Career Education  
Model Framework**

**Course Title:** Intro to Criminal Justice**Career Cluster:** Law, Public Safety, Corrections & Security

<b>Secondary – Skilled and Technical Sciences</b>	
Course Number	494620 Credit: 1
CIP Number	43.0107
Grade Level	9-12
Prerequisite	None
Course Type	Core
Teacher Certification	603
CTSO	SkillsUSA
Facility Requirements	<a href="http://arkansasfacilities.arkansas.gov/SchoolFacManual.aspx">http://arkansasfacilities.arkansas.gov/SchoolFacManual.aspx</a>
Industry Certifications	Emergency Telecommunicator Certification

**Course Description**

This course provides the historical background of the agencies that compose the criminal justice system. It focuses on the development of justice and law, crime and punishment, the administration of laws, the agencies' functions, career orientation and public relations.

**Program Purpose/Structure**

The purpose of this instructional program is to introduce students to the field of criminal justice and law enforcement.

**Arkansas Department of Career Education  
Student Performance Standards**

**Course Title:** Introduction to Criminal Justice      **Course Number:** 494620      **Course Credit:** 1

**Course Description:** At the completion of the course the student will be able to:

**1.0 Assess opportunities in the criminal justice field**

- 1.1 Investigate the different components of the criminal justice system
- 1.2 Research careers in criminal justice
- 1.3 Evaluate personal assessments to determine suitability for a career in criminal justice

**2.0 Investigate the structure and operation of police agencies**

- 2.1 Assess the mission and operational procedures of police departments
- 2.2 Examine department structure

**3.0 Assess the role of ethics in law enforcement**

- 3.1 Investigate ethical and unethical behaviors and practices surrounding law enforcement
- 3.2 Investigate the repercussions of misconduct, corruption and illegal activities within law enforcement

**4.0 Assess the fundamentals of the criminal justice system**

- 4.1 Investigate the structure and functions of the American court system
- 4.2 Differentiate between pre-trial and trial procedures, assessing the roles of each participant
- 4.3 Assess strategies used in the jury selection process

<b>Standard 1.0 Assess opportunities in the criminal justice field</b>			
<b>Performance Indicator 1.1 Investigate the different components of the criminal justice system</b>	<b>Recommended Application/Activity</b>	<b>CCSS Standards</b>	<b>CCTC Standards</b>
1.1.1 Compare the roles and responsibilities of local, state, county, and federal law enforcement agencies.	<ul style="list-style-type: none"> <li>Make a poster comparing the responsibilities of various agencies</li> </ul>	SL11-12.1 L11-12.4	LW5 LW-ENF5
1.1.2 Compare the roles and responsibilities of private security agencies and contrast how they differ from public law enforcement agencies.	<ul style="list-style-type: none"> <li>Chart the differences between training, legal powers, and accountability in regard to the public versus the private sector</li> </ul>	SL11-12.1a SL11-12.1c SL11-12.4	LW5
1.1.3 Relate law enforcement, courts, and corrections to the three branches of the federal government.	<ul style="list-style-type: none"> <li>Create a flow chart of the three branches of government.</li> </ul>	SL11-12.2 L11-12.6 R11-12.9	LW5 LW-ENF4 LW-LEG9
<b>Performance Indicator 1.2 Research careers in criminal justice</b>	<b>Recommended Application/Activity</b>	<b>CCSS Standards</b>	<b>CCTC Standards</b>
1.2.1 Investigate the different responsibilities and roles of criminal justice agencies.	<ul style="list-style-type: none"> <li>Research various roles and create a report describing the responsibilities of the different agencies</li> </ul>	R11-12.1 W11-12.7	LW6
1.2.2 Compare educational requirements of various law & justice fields.	<ul style="list-style-type: none"> <li>Research four levels of law enforcement: County, State, City, Federal</li> <li>Guest speakers in different agencies</li> </ul>	SL11-12.2 R11-12.7 R11-12.9	LW6
1.2.3 Assess personal fitness requirements related to law enforcement careers.	<ul style="list-style-type: none"> <li>Research physical requirements for various agencies</li> <li>Compare and contrast ALETA standards to different agencies within Arkansas</li> <li>Participate in a standardized police physical fitness assessment</li> </ul>	W11-12.1 W11-12.8 SL11-12.2	LW5
<b>Performance Indicator 1.3 Evaluate personal assessments to determine suitability for a career in criminal justice.</b>	<b>Recommended Application/Activity</b>	<b>CCSS Standards</b>	<b>CCTC Standards</b>
1.3.1 Investigate personal career interests using a variety of assessments.	<ul style="list-style-type: none"> <li>Self-initiated career presentation (hiring requirements, salary, job duties, education)</li> <li>Guest speaker in L.E. careers</li> </ul>	SL11-12.4 W11-12.8	LW6

1.3.2 Demonstrate knowledge and skills required to seek, apply for, and accept employment	<ul style="list-style-type: none"> <li>• Develop a resume, complete with cover letter</li> <li>• Create a portfolio</li> <li>• Complete a job application</li> <li>• Participate in mock interviews</li> <li>• Compose a thank-you letter</li> </ul>		LW6
<b>Standard 2.0 Investigate the structure and operation of police agencies</b>			
<b>Performance Indicator 2.1 Assess the mission and operational procedures of police departments.</b>	<b>Recommended Application/Activity</b>	<b>CCSS Standards</b>	<b>CCTC Standards</b>
2.1.1 Examine the mission of police organizations.	<ul style="list-style-type: none"> <li>• Research a variety of law enforcement websites to compare and contrast the mission of each.</li> </ul>	SL11-12.1a L11-12.6	LW5
2.1.2 Investigate the five core operational strategies of police departments.	<ul style="list-style-type: none"> <li>• Preventative and routine patrol</li> <li>• Incident response</li> <li>• Emergency response</li> <li>• Criminal investigation</li> <li>• Problem solving</li> </ul>	SL11-12.1a L11-12.6	LW5
<b>Performance Indicator 2.2 Examine department structure</b>	<b>Recommended Application/Activity</b>		<b>CCTC Standards</b>
2.2.1 Compare the structure of various police agencies to determine rank, responsibility, and chain of command.	<ul style="list-style-type: none"> <li>• Create a graphic organizer depicting the rank structure of an agency of your choice</li> </ul>	SL11-12.1a R11-12.3 R11-12.9	LW5
2.2.2 Describe different police management and styles.	<ul style="list-style-type: none"> <li>• Contrast internal vs external police management functions.</li> </ul>		LW5
<b>Standard 3.0 Assess the role of ethics in law enforcement</b>			
<b>Performance Indicator 3.1 Investigate ethical and unethical behaviors and practices surrounding law enforcement.</b>	<b>Recommended Application/Activity</b>	<b>CCSS Standards</b>	<b>CCTC Standards</b>
3.1.1 Discuss the law enforcement officer's code of ethics.	<ul style="list-style-type: none"> <li>• Look at code of ethics from ALETA</li> <li>• Use scenarios where officers may have been unethical</li> <li>• Short videos combined with classroom discussion</li> </ul>	R11-12.2 SL11-12.2	LW-ENF4
3.1.2 Distinguish between illegal actions and unethical behaviors.	<ul style="list-style-type: none"> <li>• Role play to determine illegal versus unethical activity</li> </ul>		LW-ENF4

3.1.3 Investigate the common types of police misconduct.	<ul style="list-style-type: none"> <li>Research acts of misconduct and factors that contribute to misconduct.</li> </ul>	SL11-12.1a R11-12.1	LW-ENF4
3.1.4 Explore the reasons behind police corruption.	<ul style="list-style-type: none"> <li>Research cases of police corruption that have garnered national attention and the underlying causes</li> </ul>	SL11-12.1a R11-12.8	LW-ENF4
<b>Performance Indicator 3.2</b> <b>Investigate the repercussions of misconduct, corruption and illegal activities within law enforcement.</b>	<b>Recommended Application/Activity</b>	<b>CCSS Standards</b>	<b>CCTC Standards</b>
3.1.5 Evaluate the effects of police corruption and brutality on the community.	<ul style="list-style-type: none"> <li>Research articles regarding police misconduct around the country and the repercussions from that purported misconduct</li> </ul>	SL11-12.1a SL11-12.2	LW-ENF4
3.1.6 Examine the potential consequences of unethical and illegal actions.	<ul style="list-style-type: none"> <li>Explore the consequences not only on individual officers, but also the repercussions for the agency and the community as a whole.</li> </ul>		LW-ENF4
<b>Standard 4.0 Assess the fundamentals of the criminal justice system</b>			
<b>Performance Indicator 4.1</b> <b>Investigate the structure and functions of the American court system.</b>	<b>Recommended Application/Activity</b>	<b>CCSS Standards</b>	<b>CCTC Standards</b>
4.1.1 Analyze the structure of the Arkansas court system, investigating the primary responsibility of each.	<ul style="list-style-type: none"> <li>Research the Arkansas State Courts website at <a href="https://courts.arkansas.gov">https://courts.arkansas.gov</a> to create a chart outlining the Arkansas Courts System.</li> </ul>	SL11-12.1 R11-12.2	LW-ENF5
4.1.2 Investigate the structure of the Federal court systems, assessing their role and function in law enforcement.	<ul style="list-style-type: none"> <li>Compile a list of criminal offenses that would be tried in federal court as opposed to a lower court.</li> <li>Evaluate issues that might prompt a local agency to have a case prosecuted in federal court.</li> </ul>		LW-ENF5
<b>Performance Indicator 4.2</b> <b>Differentiate between pre-trial and trial procedures, assessing the roles of each participant.</b>	<b>Recommended Application/Activity</b>	<b>CCSS Standards</b>	<b>CCTC Standards</b>
4.2.1 Identify each participant of the court, assessing the primary function of each.	<ul style="list-style-type: none"> <li>Using multiple online resources, list each participant of the court, determining the primary function of each:                             <ul style="list-style-type: none"> <li>Prosecutor</li> <li>Defense attorney</li> <li>Public defender</li> </ul> </li> </ul>	L11-12.6	LW-LEG7

	<ul style="list-style-type: none"> <li>○ Judge</li> <li>○ Clerk</li> <li>○ Bailiff</li> <li>○ Reporter</li> <li>○ Juror</li> <li>○ Witness</li> </ul>		
4.2.2 Distinguish between each stage of the pretrial process, identifying the processes involved in each.	<ul style="list-style-type: none"> <li>● Investigate the processes involved with: <ul style="list-style-type: none"> <li>○ Arraignment</li> <li>○ Probable cause hearing</li> <li>○ Bail/bonding out</li> </ul> </li> </ul>		LW-LEG6
4.2.3 Investigate the implications of the plea bargaining process.	<ul style="list-style-type: none"> <li>● Discuss a scenario in which a case that was plea bargained and the impact on both the defendant and the victim.</li> </ul>	SL11-12.1b SL11-12.4	LW—LEG6
<b>Performance Indicator 4.3 Assess strategies used in the jury selection process.</b>	<b>Recommended Application/Activity</b>	<b>CCSS Standards</b>	<b>CCTC Standards</b>
4.3.1 Examine voir dire and its relevance in the judicial system	<ul style="list-style-type: none"> <li>● Use a variety of online resources to discover the meaning of voir dire and its implications in seating a jury.</li> </ul>	L11-12.4a L11-12.4c	LW-LEG6
4.3.2 Assess a case for jury selection strategies.	<ul style="list-style-type: none"> <li>● Discuss pros and cons for individuals of various backgrounds and beliefs when seating a jury</li> <li>● Evaluate what would prompt a local agency to have a case prosecuted in federal court</li> </ul>	SL11-12.4	

<b>Standard 5.0 Assess the application of criminal and constitutional law in Arkansas</b>			
<b>Performance Indicator 5.1 Analyze Fundamentals of Law</b>	<b>Recommended Application/Activity</b>	<b>CCSS Standards</b>	<b>CCTC Standards</b>
5.1.1 Differentiate between civil law and criminal law.	<ul style="list-style-type: none"> <li>Chart the differences between civil and criminal law</li> </ul>	R11-12.1 R11-12.2	LW-ENF5
5.1.2 Assess the role of the Supreme Court, analyzing its impact on law enforcement.	<ul style="list-style-type: none"> <li>Decision Review</li> <li>Discuss current upcoming cases for U.S. Supreme Court</li> <li>History cases               <ul style="list-style-type: none"> <li>Heller v. D.C.</li> <li>MacDonald v. Chicago</li> <li>Chimel v. California</li> <li>Arizona v. Gant</li> <li>Randolph v. Georgia</li> <li>Mapp v. Ohio</li> <li>Miranda v. Arizona</li> <li>Escabedo v. Illinois</li> <li>Gidian v. Wainwright</li> <li>Terry v. Ohio</li> </ul> </li> </ul>	R11-12.1 R11-12.3	LW-LEG1
5.1.3 Interpret and discuss the importance of the US Constitution and the protections guaranteed by the Bill of Rights and the 14 <sup>th</sup> amendment.	<ul style="list-style-type: none"> <li>Chart the rights provided by the Bill of Rights and the 14<sup>th</sup> amendment</li> </ul>	SL11-12.1 R11-12.1	LW-ENF6 LW-LEG9
5.1.4 Examine constitutional issues arising from the use of technology	<ul style="list-style-type: none"> <li>Research court case involving the use of emerging technology</li> </ul>	SL11-12.1a SL11-12.2	
<b>Performance Indicator 5.2 Examine Criminal Law</b>	<b>Recommended Application/Activity</b>	<b>CCSS Standards</b>	<b>CCTC Standards</b>
5.2.1 Describe how criminal laws are classified and categorized.	<ul style="list-style-type: none"> <li>Present scenarios of crimes and students will I.D. correct statute # and classification for the offense</li> </ul>	SL11-12.1a SL11-12.5	LW5
5.2.2 Demonstrate a basic understanding of Arkansas Crime Classifications	<ul style="list-style-type: none"> <li>Compile a list of crimes that fit under each classification</li> </ul>	W11-12.1b W11-12.1e	LW5
<b>Performance Indicator 5.3 Search and Seizure</b>	<b>Recommended Application/Activity</b>	<b>CCSS Standards</b>	<b>CCTC Standards</b>
5.3.1 Cite evidence of probable cause and how it can be established.	<ul style="list-style-type: none"> <li>Create scenarios and role play to determine if PC exists</li> </ul>	R11-12.1	LW-ENF10

5.3.2 Explain the reasons for the exclusionary rule.	<ul style="list-style-type: none"> <li>• Research cases in which the exclusionary rule was applied</li> </ul>	SL11-12.1	LW-ENF10
5.3.3 Relate probable cause to searching with/without a search warrant.	<ul style="list-style-type: none"> <li>• Compile a list of exceptions to search warrants: verbal consent, exigent circumstances, Hot Pursuit, Plain View, Inventory, inevitable discovery, open field, canine sniff</li> </ul>	L11-12.4 L11-12.4d	LW-ENF6 LW-LEG9
5.4.4 Hypothesize the potential consequences of an illegal search.	<ul style="list-style-type: none"> <li>• Construct scenarios to outline the potential consequences of an illegal search.</li> </ul>	R11-12.8 SL11-12.4	LW-ENF6 LW-LEG9

## Common Core State Standards Grades 11-12

### ELA Speaking and Listening Standards Grades 11-12

1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. **SL11-12.1**
  - a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. **SL11-12.1a**
  - b. Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed. **SL11-12.1b**
  - c. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives. **SL11-12.1c**
  - d. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task. **SL11-12.1d**
2. Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data. **SL11-12.2**
3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used. **SL11-12.3**
4. Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks. **SL11-12.4**
5. Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest. **SL11-12.5**

### ELA Language Grades 11-12

4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, choosing flexibly from a range of strategies. **L11-12.4**
  - a. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. **L11-12.4a**
  - b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., conceive, conception, conceivable). **L11-12.4b**

- c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage. **L11-12.4c**
  - d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary **L11-12.4d**
6. Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression. **L11-12.6**

### **Reading Standards for Literacy in Science and Technical Subjects Grades 11-12**

1. Cite specific textual evidence to support analysis of science and technical texts, attending to important distinctions the author makes and to any gaps or inconsistencies in the account. **R11-12.1**
2. Determine the central ideas or conclusions of a text; summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms. **R11-12.2**
3. Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks; analyze the specific results based on explanations in the text. **R11-12.3**
4. Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 11–12 texts and topics. **R11-12.4**
5. Analyze how the text structures information or ideas into categories or hierarchies, demonstrating understanding of the information or ideas. **R11-12.5**
6. Analyze the author’s purpose in providing an explanation, describing a procedure, or discussing an experiment in a text, identifying important issues that remain unresolved. **R11-12.6**
7. Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem. **R11-12.7**
8. Evaluate the hypotheses, data, analysis, and conclusions in a science or technical text, verifying the data when possible and corroborating or challenging conclusions with other sources of information. **R11-12.8**
9. Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible. **R11-12.9**
10. By the end of grade 12, read and comprehend science/technical texts in the grades 11–CCR text complexity band independently and proficiently. **R11-12.10**

### **Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects Grades 11-12**

1. Write arguments focused on discipline-specific content. **W11-12.1**
  - a. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences the claim(s), counterclaims, reasons, and evidence. **W11-12.1a**

- b. Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form that anticipates the audience's knowledge level, concerns, values, and possible biases. **W11-12.1b**
  - c. Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. **W11-12.1c**
  - d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. **W11-12.1d**
  - e. Provide a concluding statement or section that follows from or supports the argument presented. **W11-12.1e**
2. Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes. **W11-12.2**
- a. Introduce a topic and organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. **W11-12.2a**
  - b. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. **W11-12.2b**
  - c. Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. **W11-12.2c**
  - d. Use precise language, domain-specific vocabulary and techniques such as metaphor, simile, and analogy to manage the complexity of the topic; convey a knowledgeable stance in a style that responds to the discipline and context as well as to the expertise of likely readers. **W11-12.2d**
  - e. Provide a concluding statement or section that follows from and supports the information or explanation provided (e.g., articulating implications or the significance of the topic). **W11-12.2e**
3. Write precise enough descriptions of the step-by-step procedures they use in their investigations or technical work that others can replicate them and (possibly) reach the same results. **W11-12.3**
4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. **W11-12.4**
5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. **W11-12.5**
6. Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information. **W11-12.6**
7. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. **W11-12.7**

8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation. **W11-12.8**
9. Draw evidence from informational texts to support analysis, reflection, and research. **W11-12.9**
10. Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. **W11-12.10**

### **Career Ready Practices (CRP)**

Documenting students as “career ready” is difficult but career-ready individuals are employable because of the value added to the employer.

1. Act as a responsible citizen in the workplace and the community. **(CRP1)**  
Career-ready individuals understand the obligations and responsibilities of being a member of a community, and demonstrate this understanding every day through their interactions with others. They are aware of the impacts of their decisions on others and the environment around them and think about the short-term and long-term consequences of their actions. They are reliable and consistent in going beyond the minimum expectation and in participating in activities that serve the greater good.
2. Apply appropriate technical skills and academic knowledge. **(CRP2)**  
Career-ready individuals readily access and use the knowledge and skills acquired through experience and education. They make connections between abstract concepts with real-world applications and recognize the value of academic preparation for solving problems, communicating with others, calculating measures, and other work related practices.
3. Practice personal health and understand financial literacy. **(CRP3)**  
Career-ready individuals understand the relationship between personal health and workplace performance. They contribute to their personal well-being through a healthy diet, regular exercise, and mental health activities. Career-ready individuals also understand that financial literacy leads to a secure future that enables career success.
4. Communicate clearly, effectively, and with reason. **(CRP4)**  
Career-ready individuals communicate thoughts, ideas, and action plans with clarity, using written, verbal, electronic, and/or visual methods. They are skilled at interacting with others; are active listeners and speak clearly and with purpose, and are comfortable with the terminology common to the workplace environment. Career-ready individuals consider the audience for their communication and prepare accordingly to ensure the desired outcome.

5. Understand the environmental, social, and economic impacts of decisions made. **(CRP5)**

Career-ready individuals understand the interrelated nature of their actions and regularly make decisions that positively impact on other people, organizations, the workplace, and the environment. They are aware of and utilize new technologies, understandings, procedures, materials and adhere to regulations affecting the nature of their work. They are cognizant of the impact on the social condition, the environment, workplace, and profitability of the organization.

6. Demonstrate creativity and innovation. **(CRP6)**

Career-ready individuals recommend ideas that solve problems in new and different ways that contribute to the improvement of the organization. They consider unconventional ideas and suggestions by others as solutions to issues, tasks, or problems. They discern which ideas and suggestions may have the greatest value. They seek out new methods, practices, and ideas from a variety of sources and apply those ideas to their own workplace practices.

7. Employ valid and reliable research strategies. **(CRP7)**

Career-ready individuals employ research practices to plan and carry out investigations, create solutions, and keep abreast of the most current findings related to the workplace environment and practices. They use a reliable research process to search for new information and confirm the validity of sources when considering the use and adoption of external information or practices.

8. Utilize critical thinking to make sense of problems and persevere in solving them. **(CRP8)**

Career-ready individuals recognize problems in the workplace, understand the nature of the problem, and devise effective plans to solve the problem. They thoughtfully investigate the root cause of the problem prior to introducing solutions. They carefully consider options to solve the problem and once agreed upon, follow through to ensure the problem is resolved.

9. Model integrity, ethical leadership, and effective management. **(CRP9)**

Career-ready individuals consistently act in ways that align to personal and community held ideals and principles. They employ ethical behaviors and actions that positively influence others. They have a clear understanding of integrity and act on this understanding in every decision. They use a variety of means to positively impact the direction and actions of a team or organization, and recognize the short—term and long—term effects that management's actions and attitudes can have on productivity, morale and organizational culture.

10. Develop an education and career plan aligned to personal goals. **(CRP10)**

Career-ready individuals take personal ownership of their own educational and career goals and manage their individual plan to attain these goals. They recognize the value of each step in the educational and experiential process, and that nearly all career paths require ongoing education and experience to adapt to practices, procedures, and expectations of an ever changing work environment. They seek counselors, mentors, and other experts to assist in the planning and execution of education and career plans.

11. Apply technology to enhance productivity. **(CRP11)**

Career-ready individuals find and maximize the productive value of existing and new technology to accomplish workplace tasks and solve workplace problems. They are flexible and adaptive in acquiring and using new technology. They understand the inherent risks--personal and organizational--of technology applications, and they take actions to prevent or mitigate these risks.

12. Work productively in teams while integrating cultural/global competence. **(CRP12)**

Career-ready individuals positively contribute to every team as both a team leader and team member. They apply an awareness of cultural differences to avoid barriers to productive and positive interaction. They interact effectively and sensitively with all members of the team and find ways to increase the engagement and contribution of other members.

**Law, Public Safety, Corrections & Security Career Cluster Standards (LW)**

1. Formulate ideas, proposals, and solutions to ensure effective and efficient delivery of safety and/or security services to targeted consumers. **LW1**
2. Assess and implement measures to maintain safe and healthy working conditions in a law and public safety workplace. **LW2**
3. Conduct work tasks in accordance with employee rights and responsibilities and employers' obligations concerning occupational safety and health. **LW3**
4. Analyze laws, ordinances, regulations, and organizational rules that apply to careers in law, public safety, security, and corrections. **LW4**
5. Describe career opportunities and means to achieve those opportunities in each of the Law, Public Safety, Corrections, and Security Career Pathways. **LW5**
6. Analyze the nature and scope of Law, Public Safety, Corrections, and Security Career Cluster and the role of law, public safety, corrections and security in society and the economy. **LW6**

**Law Enforcement Services Pathway (LW-ENF)**

1. Utilize writing skills to produce coherent and focused technical communications to complete incident reports common to law enforcement. **LW-ENF1**
2. Demonstrate the operation of law enforcement communication equipment. **LW-ENF2**
3. Assess hostile situations and utilize the appropriate anger/conflict management strategies to resolve law enforcement problems. **LW-ENF3**
4. Model behaviors that exhibit integrity and a commitment to ethical behavior required of law enforcement professionals. **LW-ENF4**
5. Describe the limits and variations of interrogation procedures that ensure protection of rights for both U.S. citizens and noncitizens in the course of providing law enforcement services. **LW-ENF5**

6. Describe law enforcement procedures used to enforce state and local alcohol and beverage control laws and ordinances. **LW-ENF6**
7. Demonstrate civil law enforcement procedures and protocols for serving writs, warrants, and summons. **LW-ENF7**
8. Demonstrate established procedures and protocols that ensure constitutional rights. **LW-ENF8**
9. Explain the role of law enforcement in the U.S. legal system. **LW-ENF9**
10. Demonstrate appropriate interpersonal skills for dealing with individuals in a law enforcement situation. **LW-ENF10**
11. Exhibit knowledge of state and local laws and law enforcement procedures to enforce driving under the influence (DUI) violations. **LW-ENF11**
12. Present testimony in legal proceedings in accordance with courtroom procedure. **LW-ENF12**
13. Plan, develop, implement, manage, and evaluate community crime and loss prevention programs. **LW-ENF13**
14. Explain the appropriate techniques for managing crisis situations in order to maintain public safety. **LW-ENF14**
15. Implement crowd management strategies and skills as a law enforcement professional in order to maintain control over large gatherings. **LW-ENF15**
16. Demonstrate procedures and protocols used to address domestic violence. **LW-ENF16**
17. Demonstrate motor vehicle traffic stops in compliance with established procedures and laws. **LW-ENF17**
18. Demonstrate protocols and procedures designed for handling and managing explosives and hazardous material incidents. **LW-ENF18**
19. Demonstrate the procedures used to properly protect, document, and process the crime scene and all related evidence. **LW-ENF19**
20. Conduct interviews and interrogations using proper procedures outlined for law enforcement personnel to ensure the protection of individual rights and effective information gathering. **LW-ENF20**
21. Demonstrate techniques and protocols for safely responding to crimes in progress. **LW-ENF21**
22. Utilize appropriate procedures to assist individuals requiring special assistance from law enforcement personnel (e.g., mental disorders, physical disabilities, and communication disorders). **LW-ENF22**
23. Demonstrate protocols involved with juvenile victims and offenders in order to protect their rights. **LW-ENF23**
24. Investigate and document a motor vehicle accident in compliance with prescribed procedures. **LW-ENF24**
25. Evaluate situations that require the use of force and demonstrate the appropriate level of force necessary. **LW-ENF25**
26. Describe the signs and symptoms of possible child abuse and neglect. **LW-ENF26**
27. Describe the behavioral symptoms of drug use and the inherent dangers associated with handling drug users. **LW-ENF27**
28. Demonstrate the use of speed measuring equipment in the enforcement of traffic laws. **LW-ENF28**
29. Examine the various law enforcement issues involved in disaster preparedness and response systems. **LW-ENF29**
30. Describe the key law enforcement functions and techniques of critical infrastructure protection used to assure protection of potential targets of terrorism and/or natural disasters. **LW-ENF30**
31. Demonstrate the use of intelligence analysis techniques and procedures to deter crime and implement homeland security initiatives. **LW-ENF31**
32. Explain procedures for protecting victims' rights and the use of witness protection plans. **LW-ENF32**

33. Demonstrate procedures for conducting building searches. **LW-ENF33**
34. Explain the role forensics computer forensics plays in the resolution of crimes encountered in law enforcement. **LW-ENF34**