

Foundations of Law Enforcement

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**Arkansas Department of Career Education
Model Framework**

Course Title: Foundations of Law Enforcement

Career Cluster: Law, Public Safety, Corrections & Security

Secondary – Skilled and Technical Sciences	
Course Number	494630 Credit:1
CIP Number	43.0111
Grade Level	9-12
Prerequisite	None
Course Type	Core
Teacher Certification	603
CTSO	SKILLS
Facility Requirements	http://arkansasfacilities.arkansas.gov/SchoolFacManual.aspx
Industry Certifications	Emergency Tele communicator Certification

Course Description

This course is designed to teach students the necessary background and practical skills to function law enforcement officers. Topics reviewed in lecture and in applied exercises include administration of justice, basic law and procedures and patrol functions.

Program Purpose/Structure

The purpose of this Instructional program is to prepare students to perform the duties of police, including patrol and investigating activities, search and seizure, traffic control, crime prevention and public relations.

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

Course Title: Foundations of Law Enforcement **Course Number:** 494630 **Course Credit:** 1

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

1.0 Explore Safety Precautions and Equipment

- 1.1 Examine Safety Precautions
- 1.2 Explore Equipment

2.0 Assess Police Procedures

- 2.1 Analyze Use of Force
- 2.2 Appraise Approach and Arrest of Suspects
- 2.3 Investigate Patrol and Traffic Operations
- 2.4 Examine Accident Investigation
- 2.5 Assess the Rendering of First Aid
- 2.6 Explore Preliminary Investigations and Preserving the Crime Scene

3.0 Explore High Risk Situations

- 3.1 Assess Officers' Response to High Risk Situations
- 3.2 Analyze Cultural Diversity

4.0 Investigate Drugs and Toxicology

- 4.1 Explore Detection Methods of Substances
- 4.2 Investigate DWI Enforcement

Standard 1.0 Explore Safety Precautions and Equipment			
Performance Indicator 1.1 Assess the need for proper safety precautions in law enforcement	Recommended Application/Activity	CCSS Standards	CCTC Standards
1.1.1 Appraise the use of infectious disease barriers.	<ul style="list-style-type: none"> Describe various personal protective equipment and the necessity for them 	R11-12.3	LW3
1.1.2 Demonstrate proper disposal of items that pose a biohazard.	<ul style="list-style-type: none"> Utilize videos Demonstrate disposal method 	SL11-12.4	LW3 LW4
1.1.3 Simulate the safe handling of narcotics.	<ul style="list-style-type: none"> Determine safe handling guidelines and potential hazards for failure to properly collect, store and dispose of 	SL11-12.4	LW3 LW-ENF13
1.1.4 Investigate universal precautions when handling blood-borne pathogens.	<ul style="list-style-type: none"> Compile information from the Centers for Disease Control website to determine protocol for handling blood-borne pathogens: http://www.cdc.gov/niosh/topics/bbp/universal.html 	R11-12.2	LW3
1.1.5 Evaluate methods for handling hazardous materials.	<ul style="list-style-type: none"> Compile a list of hazardous materials and the proper way to handle them 	R11-12.1 R11-12.2	LW3
1.1.6 Maintain a safe work environment.	<ul style="list-style-type: none"> Appraise criteria for a safe work environment 		LW3
Performance Indicator 1.2 Explore equipment commonly used in law enforcement	Recommended Application/Activity	CCSS Standards	CCTC Standards
1.2.1 Demonstrate use of handcuffs and weapons, such as guns and batons.	<ul style="list-style-type: none"> Practical handcuffing exercise Using Training Weapons Practical Application 	R11-12.3 SL11-12.4	LW-ENF10
1.2.2 Demonstrate use of traffic code manual, cameras, fingerprint powder, and computers.	<ul style="list-style-type: none"> Utilize Lexus Nexus online or criminal code manual Photograph various scenes and evidence Identify and lift latent prints 	SL11-12.1a R11-12.3 R11-12.4	LW-ENF10
1.2.3 Explain the use of various types of patrol vehicles	<ul style="list-style-type: none"> Compile a list of various patrol vehicle and the pros and cons of each 		LW-ENF10
Standard 2.0 Assess the Use of Police Procedures			
Performance Indicator 2.1	Recommended Application/Activity	CCSS	CCTC

Analyze "Use of Force"		Standards	Standards
2.1.1 Investigate the fundamentals of self-defense.	<ul style="list-style-type: none"> Utilize videos demonstrating proper self-defense techniques 	R11-12.1	LW-ENF10
2.1.2 Evaluate appropriate use of force in self-defense situations.	<ul style="list-style-type: none"> Apply the use of force continuum to law enforcement scenarios 	SL11-12.3 SL11-12.4	LW-ENF10
2.1.3 Explain the proper use of pain as a motivator for compliance.	<ul style="list-style-type: none"> Explain various locks, holds, and bars 	SL11-12.4	
2.1.4 Identify less lethal force options.	<ul style="list-style-type: none"> Videos and demonstration 	SL11-12.1b	
Performance Indicator 2.2 Appraise approach and arrest procedures used with suspects	Recommended Application/Activity	CCSS Standards	CCTC Standards
2.2.1 Analyze the inherent risks associated with interacting with suspects.	<ul style="list-style-type: none"> Demonstrate proper control of suspect Show how to stand when speaking with suspect Discuss actions to watch for 	R11-12.8	LW-ENF10
2.2.2 Practice effective communications with dispatch.	<ul style="list-style-type: none"> Utilize scenarios in which students must maintain contact with dispatch 	SL11-12.1	LW-ENF2
2.2.3 Investigate the proper use of handcuffs in kneeling and prone positions.	<ul style="list-style-type: none"> Demonstrate proper use of handcuffs in the kneeling and prone positions. 		LW-ENF10
2.2.4 Demonstrate the proper use of verbal commands.	<ul style="list-style-type: none"> Role play to properly develop verbal commands 	SL11-12.1a	LW-ENF10
2.2.5 Analyze proper frisk and search procedures that maintain integrity of the scene and officer safety.	<ul style="list-style-type: none"> Participate in scenarios in which students will make an arrest 	SL11-12.1b	LW-ENF10
Performance Indicator 2.3 Investigate patrol and traffic operation protocols	Recommended Application/Activity	CCSS Standards	CCTC Standards
2.3.1 Evaluate the functions of traffic patrol units.	<ul style="list-style-type: none"> Understand the importance of effective traffic enforcement as it relates to loss of life, serious injury and property damage. 	SL11-12.1b	
2.3.2 Compare and contrast the difference between a citation and an arrest as they relate to traffic code enforcement.	<ul style="list-style-type: none"> Students participate in traffic stops in scenarios using officer discretion. Decide whether or not to write citation or a warning Justify the choice of traffic code applied to a given incident. 	SL11-12.4 R11-12.2	LW-ENF1
2.3.3 Write accurate and complete traffic	<ul style="list-style-type: none"> Fill out citation 	W11-12.1a	LW-ENF1

citations.	<ul style="list-style-type: none"> • Research Ark. Rules of Criminal Procedure 		
2.3.4 Assess the risks associated with traffic stops.	<ul style="list-style-type: none"> • Create scenarios portraying various risks associated with traffic stops 	SL11-12.1b	LW-ENF1
2.3.5 Describe how vehicle alignment promotes officer safety.	<ul style="list-style-type: none"> • Demonstrate different traffic stops with various outcomes- Example – deadly and non-deadly force situations 	SL11-12.1b	LW3 LW-ENF10
2.3.6 Demonstrate proper vehicle approach in an unknown risk traffic stop.	<ul style="list-style-type: none"> • Formulate a plan for responding to a high risk traffic stop, incorporating environmental conditions and limits • Describe how vehicle positioning improves officer safety 	SL11-12.1b	LW3 LW-ENF10
Performance Indicator 2.4 Examine procedures related to accident investigation	Recommended Application/Activity	CCSS Standards	CCTC Standards
2.4.1 Summarize procedures for crash scene investigations	<ul style="list-style-type: none"> • Traffic templates • Traffic control techniques • Assess a mock crash scene and respond appropriately. 	R11-12.2 R11-12.3 R11-12.4	LW-ENF1 LW-ENF10
2.4.2 Document a mock crash scene using appropriate techniques and paperwork	<ul style="list-style-type: none"> • Complete a traffic crash report. 	W11-12.1a W11-12.1d	LW-ENF1 LW-ENF10
Performance Indicator 2.5 Assess the need to render emergency First Aid	Recommended Application/Activity	CCSS Standards	CCTC Standards
2.5.1 Assess basic first aid needs during emergency situations.	<ul style="list-style-type: none"> • Compile a list of basic first aids needs encountered during an emergency 		LW-ENF10
2.5.2 Model the procedures for performing basic first aid and CPR in disaster and emergency situations.	<ul style="list-style-type: none"> • Participate in a Heartsaver First Aid CPR/AED classroom course from American Heart Association (2-3 hour estimated time) • Participate in simulated disaster or emergency situation 		LW-ENF10
Performance Indicator 2.6 Explore preliminary investigations and crime scene preservation	Recommended Application/Activity	CCSS Standards	CCTC Standards
2.6.1 Properly secure a crime scene.	<ul style="list-style-type: none"> • Demonstrate the correct way to tape off a crime scene 	R11-12.2	LW-ENF12
2.6.2 Utilize field note-taking and report writing skills to complete an incident report.	<ul style="list-style-type: none"> • Demonstrate the ability to write complete and accurate police reports. 	W11-12.1d W11-12.4	LW-ENF12
2.6.3 Demonstrate the methods of fingerprint development.	<ul style="list-style-type: none"> • Process latent fingerprints using various powders such as black, magnetic and fluorescent 		LW-ENF12

	<ul style="list-style-type: none"> Examine ninhydrin and superglue processing methods 		
2.6.4 Assess the importance of maintaining a crime scene log.	<ul style="list-style-type: none"> Create a crime scene log 	SL11-12.1a	LW-ENF12
2.6.5 Demonstrate basic Interview techniques.	<ul style="list-style-type: none"> Canvas area, locate witnesses, and conduct formal interviews Practice effective witness interviews 	SL11-12.1b	LW-ENF1 LW-ENF12
Standard 3.0 Explore High Risk Situations			
Performance Indicator 3.1 Assess officers' response to high risk situations	Recommended Application/Activity	CCSS Standards	CCTC Standards
3.1.1 Identify various types of high risk situations	<ul style="list-style-type: none"> Compile a list of various scenarios that develop into a high risk incident 	SL11-12.1	LW-ENF8 LW-ENF10
3.1.2 Appraise response techniques to a high risk situation.	<ul style="list-style-type: none"> Students participate in scenarios responding to high risk situations 	SL11-12.1c	LW-ENF8 LW-ENF10
3.1.3 Demonstrate the ability to use critical thinking skills to formulate solutions to problems and resolve conflicts.	<ul style="list-style-type: none"> Demonstrate mediation and conflict resolution skills used to resolve police situations 	SL11-12.1b SL11-12.1c SL11-12.3	LW-ENF8 LW-ENF10
Performance Indicator 3.2 Analyze cultural diversity and its impact on law enforcement	Recommended Application/Activity	CCSS Standards	CCTC Standards
3.2.1 Compare and contrast the cultures of diverse groups and examine the subcultures that law enforcement routinely interacts with.	<ul style="list-style-type: none"> Chart the differences in cultural customs 	R11-12.1	
3.2.2 Explore the more well-known organized gangs who have infiltrated into America.	<ul style="list-style-type: none"> Research these gangs and determine identifiers and warning signs for gang affiliation 	R11-12.2	
3.2.3 Explain the importance of sensitivity to situations involving individuals from other cultures.	<ul style="list-style-type: none"> Examine various values and address how to avoid misunderstandings in dealing with the various cultures 	SL11-12.1b	LW-ENF1

Standard 4.0 Investigate Drugs and Toxicology			
Performance Indicator 4.1 Explore detection methods of substances	Recommended Application/Activity	CCSS Standards	CCTC Standards
4.1.1 Evaluate the effects of various types of drug abuse on the body.	<ul style="list-style-type: none"> Compare and contrast most commonly used drugs 	SL11-12.1a	LW-ENF14
4.1.2 Determine the different human specimens that can be tested for toxins.	<ul style="list-style-type: none"> Examine how hair, blood, urine etc., can be tested for toxins 		
Performance Indicator 4.2 Investigate procedures used in DWI enforcement	Recommended Application/Activity	CCSS Standards	CCTC Standards
4.2.1 Compare and contrast DWI and DUI definitions under Ark law	<ul style="list-style-type: none"> Research DWI and DUI Guest speaker from Black River Tech to bring the BAT Mobile from the Police Academy 	SL11-12.1a	
4.2.2 Explain the DWI detection process	<ul style="list-style-type: none"> Explore the three stages to include vehicle in motion, personal and pre-arrest screening Videos – Police cam videos 	SL11-12.1a	LW-ENF10
4.2.3 Evaluate Pre- Arrest Screening process	<ul style="list-style-type: none"> Preliminary Breath Test Standardized field Sobriety test Use drunk goggles for pre-arrest screening 	SL11-12.1b	LW-ENF10
4.2.4 Justify a need for the Arkansas Implied consent law	<ul style="list-style-type: none"> Research Ark Implied Consent Law 	R11-12.1 R11-12.2	LW-ENF1
4.2.5 Research DUID laws	<ul style="list-style-type: none"> Drug Recognition Expert Guest Speaker 	R11-12.1	

Common Core State Standards Grades 9-12

ELA Speaking and Listening Standards Grades 9-10

1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. **SL9-10.1**
 - 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. **SL9-10.1a**
 - b. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed. **SL9-10.1b**
 - c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions. **SL9-10.1c**
 - d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented. **SL9-10.1d**
2. Integrate multiple sources of information presented in diverse media or format(e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source. **SL9-10.2**
3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence. **SL9-10.3**
4. Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task. **SL9-10.4**
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. **SL9-10.5**

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 9-10

- 4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies. **L9-10.4**
 - 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. **L9-10.4a**
 - b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy). **L9-10.4b**
 - 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, or its etymology. **L9-10.4c**
 - 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). **L9-10.4d**
- 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. **L9-10.6**

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 9-10

1. Cite specific textual evidence to support analysis of science and technical texts, attending to the precise details of explanations or descriptions. **R9-10.1**
2. Determine the central ideas or conclusions of a text; trace the text's explanation or depiction of a complex process, phenomenon, or concept; provide an accurate summary of the text. **R9-10.2**
3. Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks, attending to special cases or exceptions defined in the text. **R9-10.3**
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 9–10 texts and topics. **R9-10.4**
5. Analyze the structure of the relationships among concepts in a text, including relationships among key terms (e.g., force, friction, reaction force, energy). **R9-10.5**
6. Analyze the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text, defining the question the author seeks to address. **R9-10.6**
7. Translate quantitative or technical information expressed in words in a text into visual form (e.g., a table or chart) and translate information expressed visually or mathematically (e.g., in an equation) into words. **R9-10.7**
8. Assess the extent to which the reasoning and evidence in a text support the author's claim or a recommendation for solving a scientific or technical problem. **R9-10.8**
9. Compare and contrast findings presented in a text to those from other sources (including their own experiments), noting when the findings support or contradict previous explanations or accounts. **R9-10.9**
10. By the end of grade 10, read and comprehend science/technical texts in the grades 9–10 text complexity band independently and proficiently. **R9-10.10**

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 9-10

1. Write arguments focused on discipline-specific content. **W9-10.1**
 - a. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence. **W9-10.1a**
 - b. Develop claim(s) and counterclaims fairly, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form and in a manner that anticipates the audience’s knowledge level and concerns. **W9-10.1b**
 - c. Use words, phrases, and clauses 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. **W9-10.1c**
 - 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. **W9-10.1d**
 - e. Provide a concluding statement or section that follows from or supports the argument presented. **W9-10.1e**

2. Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes. **W9-10.2**
 - a. Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. **W9-10.2a**
 - b. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic. **W9-10.2b**
 - c. Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among ideas and concepts. **W9-10.2c**
 - d. Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers. **W9-10.2d**
 - e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. **W9-10.2e**
 - f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic). **W9-10.2f**
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. **W9-10.3**
4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. **W9-10.4**
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. **W9-10.5**
6. Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology’s capacity to link to other information and to display information flexibly and dynamically. **W9-10.6**
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. **W9-10.7**
8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation. **W9-10.8**
9. Draw evidence from informational texts to support analysis, reflection, and research. **W9-10.9**
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. **W9-10.10**

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**