

LAW ENFORCEMENT I

Curriculum Content Frameworks

Please note: All assessment questions will be taken from the knowledge portion of these frameworks.

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Curriculum Content Frameworks

Law Enforcement I

Grade Levels: 9-12
Course Code: 494630

Prerequisite: 494630

Course Description: This instructional program prepares individuals to perform the duties of police and public security officers, including patrol and investigative activities, traffic control, crowd control, and public relations.

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Unit 1: Investigating Criminal Justice Careers

Hours: 18

Terminology: Plaintiff, Tort, Vicarious liability

CAREER and TECHNICAL SKILLS		ACADEMIC and WORKPLACE SKILLS				
What the Student Should be Able to Do		What the Instruction Should Reinforce				
Knowledge	Application	Skill Group	Skill	Description		
1.1 Define terminology related to criminal justice careers	1.1.1 Use terms appropriately in context	Foundation	Reading	Applies/Understands technical words that pertain to law enforcement [1.3.6]		
			Writing	Applies/Uses technical words and concepts [1.6.4] Uses words appropriately [1.6.21]		
1.2 Outline how criminal justice/corrections personnel can protect themselves from civil liability; include legal resources available to them	1.2.1 Relate the Eighth Amendment to job duties of law, public safety, corrections and security personnel	Foundation	Reading	Applies/Understands technical words that pertain to law, public safety, corrections and security [1.3.6]		
	1.2.2 Distinguish between the concepts of vicarious, or third party, liability			Comprehends written information for main ideas [1.3.7]		
	1.2.3 Research why police and corrections officers can be held liable for their actions under civil law			Speaking	Organizes ideas and communicates oral messages to listeners [1.5.7] Participates in conversation, discussion, and group presentations [1.5.8]	
	1.2.4 Point out administrative actions a police department may take against an officer who violates policy	Thinking	Writing	Presents answers/conclusions in a clear and understandable form [1.6.13]		
	1.2.5 Show various types of awards issued by the courts to plaintiffs			Reasoning	See relationship between two or more ideas, objects, or situations [4.5.5]	
	1.2.6 Relate section 1983 to tort suits					

CAREER and TECHNICAL SKILLS What the Student Should be Able to Do		ACADEMIC and WORKPLACE SKILLS What the Instruction Should Reinforce			
Knowledge	Application	Skill Group	Skill	Description	
1.3 Describe factors an officer must consider when faced with the use of deadly force	1.3.1 Determine the factors associated with the use of deadly force including (ability, opportunity, imminent danger to an officer or third party, and preclusion)	Foundation	Speaking	Organizes ideas and communicates oral messages to listeners [1.5.7] Participates in conversation, discussion, and group presentations [1.5.8]	
	1.3.2 Compile a list of the six escalating levels of response available to the police officer, beginning with officer presence and continuing through verbal commands, control restraint, chemical agents, temporary incapacitation, and deadly force		Thinking	Writing	Presents answers/conclusions in a clear and understandable form [1.6.13]
	1.3.3 Relate a violator's ability and opportunity to cause great bodily harm or even to kill to the use of deadly force	Problem Solving		Demonstrates logical reasoning in reaching a conclusion [4.4.2]	
	1.3.4 Role-play based on videotaped situations in which an officer must make split-second decisions about whether to fire a weapon	Reasoning	Determines which conclusions are correct when given a set of facts and a set of conclusions [4.5.3]		
1.4 Describe standards for physical fitness for all officers	1.4.1 Compose a list of the types of physical training to prepare for the employment	Foundation	Speaking	Organizes ideas and communicates oral messages to listeners [1.5.7] Participates in conversation, discussion, and group presentations [1.5.8]	
	1.4.2 Relate the types of physical training to follow after employment with a particular agency				Thinking
	1.4.3 Role-play different aspects of police officers' duties to stress the importance of physical fitness for law enforcement or correctional officers	Seeing Things in the Mind's Eye	Uses senses to perceive information related to law enforcement [4.6.5]		

CAREER and TECHNICAL SKILLS What the Student Should be Able to Do			ACADEMIC and WORKPLACE SKILLS What the Instruction Should Reinforce		
Knowledge	Application		Skill Group	Skill	Description
1.5 Outline general safety rules	1.5.1	Demonstrate safe handling of all weapons and ammunition	Foundation	Speaking	Organizes ideas and communicates oral messages to listeners [1.5.7]
	1.5.2	Use infectious disease barriers (gloves, masks, face shields)			Participates in conversation, discussion, and group presentations [1.5.8]
	1.5.3	Demonstrate disposal of blood-borne pathogen contaminated items	Thinking	Writing	Summarizes written information [1.6.17]
	1.5.4	Simulate safe handling of suspected narcotics		Problem Solving	Demonstrates logical reasoning in reaching a conclusion [4.4.2]
	1.5.5	Show how to safely handle transportation of patrol vehicles		Reasoning	Determines which conclusions are correct when given a set of facts and a set of conclusions [4.5.3]
			Seeing Things in the Mind's Eye	Uses senses to perceive information related to law enforcement [4.6.5]	
1.6 Identify, use and care for tools	1.6.1	Demonstrate use of handcuffs, weapons, map books, traffic templates, whistle	Foundation	Speaking	Asks questions to clarify information [1.5.3]
	1.6.2	Demonstrate how to use code books, cameras, fingerprint powder, and computers			Communicates a thought, idea, or fact in spoken form [1.5.5]
	1.6.3	Explain the use of various types of patrol vehicles, armored personnel carriers, boats, and bikes	Thinking	Writing	Records data [1.6.16]
		Problem Solving		Identifies possible reasons for problem [4.4.6]	
				Seeing Things in the Mind's Eye	Tracks and evaluates results [4.4.10]
					Uses senses to perceive information related to law enforcement [4.6.5]

Unit 2: Defining Crimes

Hours: 18

Terminology: Common law, Felony, Mens rea, Misdemeanor, Statutory law

CAREER and TECHNICAL SKILLS		ACADEMIC and WORKPLACE SKILLS			
What the Student Should be Able to Do		What the Instruction Should Reinforce			
Knowledge	Application	Skill Group	Skill	Description	
2.1 Define terminology related to crime	2.1.1 Use terms appropriately in context	Foundation	Reading	Applies/Understands technical words that pertain to law enforcement [1.3.6]	
			Writing	Applies/Uses technical words and concepts [1.6.4] Uses words appropriately [1.6.21]	
2.2 Describe the elements of criminal, civil, common, and case law	2.2.1 Assess the elements of criminal law, including common law vs. statutory law, intent and remedies, "spirit of the law" vs. "letter of the law", and standard of proof	Foundation	Reading	Comprehends written information for main ideas [1.3.7]	
	2.2.2 Discuss civil law, including tort, breach of contract, and standard of proof		Speaking	Organizes ideas and communicates oral messages to listeners [1.5.7]	
	2.2.3 Relate case law, including precedents and decisions to statutory law			Participates in conversation, discussion, and group presentations [1.5.8]	
2.3 List the differences between a felony and a misdemeanor, including traffic violations	2.3.1 Compare the legal definitions of felony and misdemeanor	Foundation	Reading	Comprehends written information for main ideas [1.3.7]	
	2.3.2 Distinguish between felonies and misdemeanors and give examples of each		Speaking	Organizes ideas and communicates oral messages to listeners [1.5.7]	
	2.3.3 Research reasons why some crimes are felonies, while others are misdemeanors			Participates in conversation, discussion, and group presentations [1.5.8]	
		Thinking	Writing	Presents answers/conclusions in a clear and understandable form [1.6.13]	
			Problem Solving	Demonstrates logical reasoning in reaching a conclusion [4.4.2]	
			Reasoning	Determines which conclusions are correct when given a set of facts and a set of conclusions [4.5.3]	

CAREER and TECHNICAL SKILLS			ACADEMIC and WORKPLACE SKILLS		
What the Student Should be Able to Do			What the Instruction Should Reinforce		
Knowledge	Application		Skill Group	Skill	Description
2.4 Define the necessary elements of a crime	2.4.1	Distinguish between three elements of a crime (mens rea, conduct or criminal act, concurrence)	Foundation	Reading	Applies/Understands technical words that pertain to law, public safety, corrections and security [1.3.6]
	2.4.2	Relate action to omission of an action (negligence)			Comprehends written information and applies it to a task [1.3.8]
	2.4.3	Relate general to specific intent, including transferred intent		Speaking	Organizes ideas and communicates oral messages to listeners [1.5.7]
		Participates in conversation, discussion, and group presentations [1.5.8]			
			Thinking	Problem Solving	Demonstrates logical reasoning in reaching a conclusion [4.4.2]
2.5 Identify traffic codes and criminal violations, using the Arkansas Criminal Code	2.5.1	Use the code book to look up a code by definition and code number	Foundation	Reading	Comprehends written information for main ideas [1.3.7]
	2.5.2	Determine who is responsible for interpreting the Code of Arkansas		Writing	Presents answers/conclusions in a clear and understandable form [1.6.13]
	2.5.3	Research the consequences that may arise from citing a crime by the wrong code number	Thinking	Problem Solving	Demonstrates logical reasoning in reaching a conclusion [4.4.2]
		Reasoning		Determines which conclusions are correct when given a set of facts and a set of conclusions [4.5.3]	
2.6 Identify crimes against people and crimes against property	2.6.1	Distinguish between a crime against a person and a crime against property	Foundation	Reading	Applies/Understands technical words that pertain to law, public safety, corrections and security [1.3.6]
	2.6.2	Provide examples of crimes against a person, and crimes against property		Speaking	Organizes ideas and communicates oral messages to listeners [1.5.7]
	2.6.3	Distinguish between felony and misdemeanor crimes	Thinking		Reasoning
				See relationship between two or more ideas, objects, or situations [4.5.5]	

Unit 3: Defending Against Attack

Hours: 18

Terminology: Deadly force, Liability, Marksmanship

CAREER and TECHNICAL SKILLS		ACADEMIC and WORKPLACE SKILLS			
What the Student Should be Able to Do		What the Instruction Should Reinforce			
Knowledge	Application	Skill Group	Skill	Description	
3.1 Define terminology related to defending against attack	3.1.1 Use terms appropriately in context	Foundation	Reading	Applies/Understands technical words that pertain to law enforcement [1.3.6]	
			Writing	Applies/Uses technical words and concepts [1.6.4] Uses words appropriately [1.6.21]	
3.2 List the elements of justifiable use of deadly force	3.2.1 Relate fear of bodily harm and the use of deadly force	Foundation	Reading	Applies/Understands technical words that pertain to law, public safety, corrections and security [1.3.6]	
	3.2.2 Assess tests under the law that justify use of deadly force to defend another person		Comprehends written information for main ideas [1.3.7]		
	3.2.3 Determine conditions under which an officer may use deadly force to prevent a serious felony		Speaking	Organizes ideas and communicates oral messages to listeners [1.5.7]	
	3.2.4 Research actual case studies and debate whether the officer was legally justified in using deadly force	Thinking	Problem Solving	Participates in conversation, discussion, and group presentations [1.5.8] Demonstrates logical reasoning in reaching a conclusion [4.4.2]	
	3.2.5 Compare the right of police and other protective services officers to use deadly force with the right of an ordinary citizen to defend him or herself		Seeing Things in the Mind's Eye	Draws conclusions from what is read and gives possible solutions [4.4.4] Uses senses to perceive information related to law enforcement [4.6.5]	

CAREER and TECHNICAL SKILLS		ACADEMIC and WORKPLACE SKILLS			
What the Student Should be Able to Do		What the Instruction Should Reinforce			
Knowledge	Application	Skill Group	Skill	Description	
3.3 Describe the standards required for the handling and use of deadly weapons	3.3.1 Compile a list of examples of deadly weapons	Foundation Thinking	Reading	Comprehends written information for main ideas [1.3.7]	
	3.3.2 Distinguish between the nomenclature of each part of a standard revolver, semi-automatic handgun, and pump shotgun		Speaking	Organizes ideas and communicates oral messages to listeners [1.5.7] Participates in conversation, discussion, and group presentations [1.5.8]	
	3.3.3 Demonstrate standard procedures for unloading and loading weapons		Writing	Organizes information into an appropriate format [1.6.10]	
	3.3.4 Demonstrate standard procedures for cleaning, storing, and transporting weapons		Problem Solving	Draws conclusions from what is read and gives possible solutions [4.4.4]	
	3.3.5 Relate principles of good marksmanship in the use of firearms				
	3.3.6 Assess qualification requirements for marksmanship in the use of handguns and shotguns				
	3.3.7 Compare qualification courses				
	3.3.8 Identify the differences between day and night qualifications				
3.4 Outline safety procedures in the handling of firearms	3.4.1 Show how to load and unload a weapon	Thinking	Knowing How to Learn	Uses available resources to apply new skills [4.3.6]	
	3.4.2 Demonstrate shooting positions				
	3.4.3 Show how to draw and holster a handgun, using proper procedure				
	3.4.4 Demonstrate cleaning a weapon according to standard procedure				
	3.4.5 Explain how to safely store weapons				

CAREER and TECHNICAL SKILLS		ACADEMIC and WORKPLACE SKILLS			
What the Student Should be Able to Do		What the Instruction Should Reinforce			
Knowledge	Application	Skill Group	Skill	Description	
3.5 Identify the basic principles of unarmed confrontation, including handcuffing, defenses against physical attack, and verbal defenses	3.5.1 Discover the value of defensive tactics training	Foundation	Reading	Comprehends written information for main ideas [1.3.7]	
	3.5.2 Outline the potential for personal and agency liability related to the use of force		Speaking	Organizes ideas and communicates oral messages to listeners [1.5.7]	
	3.5.3 List the fundamental rules of weaponless control			Participates in conversation, discussion, and group presentations [1.5.8]	
	3.5.4 Use basic principles of body mechanics to the advantage of the defender		Writing	Organizes information into an appropriate format [1.6.10]	
	3.5.5 Demonstrate methods of disarming an aggressor	Thinking	Knowing How to Learn	Uses available resources to apply new skills [4.3.6]	
	3.5.6 List areas of the body vulnerable to non-deadly force		Seeing Things in the Mind's Eye	Uses senses to perceive information related to law enforcement [4.6.5]	
	3.5.7 List parts of the body used to overcome resistance				
	3.5.8 Point out the signs of potential aggression in a suspect				
	3.5.9 Demonstrate the techniques used on vulnerable areas of the body to control, subdue, or restrain an aggressor				
	3.5.10 Demonstrate control holds				
	3.5.11 Demonstrate "take-down" tactics				

Unit 4: Responding to Emergencies

Hours: 18

Terminology: Addiction, CPR, Depressants, Heimlich maneuver, Narcotics, National Incident Management Systems (NIMS), Stimulants

CAREER and TECHNICAL SKILLS		ACADEMIC and WORKPLACE SKILLS			
What the Student Should be Able to Do		What the Instruction Should Reinforce			
Knowledge	Application	Skill Group	Skill	Description	
4.1 Define terminology related to emergency response	4.1.1 Use terms appropriately in context	Foundation	Reading	Applies/Understands technical words that pertain to law enforcement [1.3.6]	
			Writing	Applies/Uses technical words and concepts [1.6.4] Uses words appropriately [1.6.21]	
4.2 Identify the initial responsibilities of officers at the scene of a major accident or natural disaster	4.2.1 Describe the procedures that should be followed before arrival at the scene	Foundation	Reading	Comprehends written information for main ideas [1.3.7]	
	4.2.2 List signs of dangerous or hazardous situations at the scene of an accident		Speaking	Organizes ideas and communicates oral messages to listeners [1.5.7]	
	4.2.3 Outline the procedures for rescuing and caring for the injured		Participates in conversation, discussion, and group presentations [1.5.8]		
	4.2.4 Describe emergency evacuation procedures		Writing	Communicates thoughts, ideas, or facts in written form in a clear, concise manner [1.6.6]	
	4.2.5 Outline how to protect evidence at the scene of an accident		Presents answers/conclusions in a clear and understandable form [1.6.13]		
	4.2.6 Role-play initial interviewing of witnesses to an accident	Thinking	Knowing How to Learn	Uses available resources to apply new skills [4.3.6]	
			Problem Solving	Demonstrates logical reasoning in reaching a conclusion [4.4.2]	
			Reasoning	Determines which conclusions are correct when given a set of facts and a set of conclusions [4.5.3]	

CAREER and TECHNICAL SKILLS		ACADEMIC and WORKPLACE SKILLS			
What the Student Should be Able to Do		What the Instruction Should Reinforce			
Knowledge	Application	Skill Group	Skill	Description	
4.3 Outline Basic First Aid techniques	4.3.1 Demonstrate industry-approved response to minor cuts and puncture wounds, strains and sprains of limbs, head injuries, back or neck injuries, burns, shock, and animal and insect bites	Thinking	Knowing How to Learn Reasoning	Uses available resources to apply new skills [4.3.6] Determines which conclusions are correct when given a set of facts and a set of conclusions [4.5.3]	
4.4 Label standard CPR techniques	4.4.1 Perform techniques to determine if victim is breathing 4.4.2 Identify symptoms of choking 4.4.3 Demonstrate the Heimlich maneuver 4.4.4 Perform steps of one- and two-person CPR 4.4.5 Demonstrate the difference between CPR for adults and small children 4.4.6 Identify potential injuries inflicted by CPR techniques	Foundation Personal Management Thinking	Listening Reading Science Responsibility Reasoning	Listens to follow directions [1.2.6] Applies information and concepts derived from printed materials [1.3.3] Applies knowledge to complete a practical task [1.4.3] Applies life-saving techniques [1.4.4] Pays close attention to details [3.4.8] Applies rules and principles to a new situation [4.5.1]	
4.5 Identify characteristics of various narcotics and controlled substances	4.5.1 Describe characteristics of each narcotic and a description of its forms, uses, and how it affects the user 4.5.2 Define two types of heroin, how they are processed and packaged, and how they may be taken 4.5.3 List common examples of narcotics other than heroin, such as dilaudid, opium, morphine, codeine, demerol, methadone, and percodan 4.5.4 List examples of depressants (methaqualone, barbiturates, and tranquilizers), any legal uses, and a description of their affects on the body 4.5.5 Describe effects of cocaine and derivatives such as crack on the body	Foundation	Reading Speaking Writing	Applies/Understands technical words that pertain to law, public safety, corrections and security [1.3.6] Comprehends written information for main ideas [1.3.7] Organizes ideas and communicates oral messages to listeners [1.5.7] Participates in conversation, discussion, and group presentations [1.5.8] Organizes information into an appropriate format [1.6.10]	

CAREER and TECHNICAL SKILLS		ACADEMIC and WORKPLACE SKILLS			
What the Student Should be Able to Do		What the Instruction Should Reinforce			
Knowledge	Application	Skill Group	Skill	Description	
4.6 List symptoms associated with overdose and withdrawal from various narcotics and dangerous drugs	4.6.1 Define addiction and differentiate between physical and psychological addiction	Foundation	Reading	Applies/Understands technical words that pertain to law, public safety, corrections and security [1.3.6]	
	4.6.2 Explain the effects of an overdose of narcotics, depressants, stimulants, and hallucinogens		Writing		Organizes information into an appropriate format [1.6.10]
	4.6.3 Explain effects of withdrawal from narcotics, depressants, stimulants, and hallucinogens	Thinking	Reasoning	Determines which conclusions are correct when given a set of facts and a set of conclusions [4.5.3]	
	4.6.4 Research local programs for prevention or treatment of drug abuse				
4.7 Describe the procedures for operating an emergency vehicle	4.7.1 Identify components of defensive driving	Foundation	Speaking	Organizes ideas and communicates oral messages to listeners [1.5.7]	
	4.7.2 Relate speed to safety in emergency situations				
	4.7.3 Outline the use of emergency equipment such as the siren and emergency lights	Thinking	Writing	Participates in conversation, discussion, and group presentations [1.5.8]	
	4.7.4 List laws related to the operation of emergency vehicles				Problem Solving
			Reasoning	Demonstrates logical reasoning in reaching a conclusion [4.4.2]	
				Determines which conclusions are correct when given a set of facts and a set of conclusions [4.5.3]	

Unit 5: Controlling Traffic

Hours: 18

Terminology: Arrest, Drinking under influence (DUI), Infraction, Summons

CAREER and TECHNICAL SKILLS What the Student Should be Able to Do			ACADEMIC and WORKPLACE SKILLS What the Instruction Should Reinforce		
Knowledge	Application		Skill Group	Skill	Description
5.1 Define terminology related to controlling traffic	5.1.1	Use terms appropriately in context	Foundation	Reading	Applies/Understands technical words that pertain to law enforcement [1.3.6]
				Writing	Applies/Uses technical words and concepts [1.6.4] Uses words appropriately [1.6.21]
5.2 Describe the purpose and goal of traffic regulations	5.2.1	Construct a list of the purposes and goals, including regulation of traffic, reduction of accidents, and promotion of voluntary compliance	Foundation	Speaking	Organizes ideas and communicates oral messages to listeners [1.5.7] Participates in conversation, discussion, and group presentations [1.5.8]
5.3 Identify traffic infractions	5.3.1	Review commonly used regulations from the Arkansas Code	Foundation	Reading	Comprehends written information for main ideas [1.3.7]
	5.3.2	Distinguish between infraction, moving violation, license, registration, and Arkansas uniform summons		Speaking	Organizes ideas and communicates oral messages to listeners [1.5.7] Participates in conversation, discussion, and group presentations [1.5.8]

CAREER and TECHNICAL SKILLS			ACADEMIC and WORKPLACE SKILLS			
What the Student Should be Able to Do			What the Instruction Should Reinforce			
Knowledge	Application		Skill Group	Skill	Description	
5.4 Describe the officer's role in the enforcement of traffic laws and the investigation of traffic violations	5.4.1	Discover commitment to public safety	Foundation	Speaking	Organizes ideas and communicates oral messages to listeners [1.5.7]	
	5.4.2	Outline discretion used in traffic enforcement (warning, summons, arrest)			Participates in conversation, discussion, and group presentations [1.5.8]	
	5.4.3	Role-play proper attitude when making a simulated traffic stop		Personal Management	Writing	Presents answers/conclusions in a clear and understandable form [1.6.13]
					Integrity/Honesty/Work Ethic	Follows established rules, regulations, and policies (3.2.5)
		Thinking	Problem Solving	Demonstrates logical reasoning in reaching a conclusion [4.4.2]		
			Reasoning	Determines which conclusions are correct when given a set of facts and a set of conclusions [4.5.3]		
5.5 Outline the procedures for investigating possible cases of driving under the influence of alcohol (DUI) or drugs (DUID)	5.5.1	Distinguish the difference between <i>DUI</i> and <i>DUID</i>	Foundation	Writing	Presents answers/conclusions in a clear and understandable form [1.6.13]	
	5.5.2	Discuss state laws regarding DUI (adult vs. juvenile)	Thinking	Problem Solving	Demonstrates logical reasoning in reaching a conclusion [4.4.2]	
	5.5.3	Determine signs of DUI vehicle operation			Reasoning	Determines which conclusions are correct when given a set of facts and a set of conclusions [4.5.3]
	5.5.4	Record observable clues of DUI during a traffic stop				
	5.5.5	Compare pre-exit sobriety tests and field-sobriety tests				
	5.5.6	Distinguish preliminary Breath Test Law and alco-sensor				
	5.5.7	Establish implied Consent Law regarding breath and blood tests for blood alcohol content (including consequence if not				
	5.5.8	Research breathalyzer test and legal aspects of its use				

CAREER and TECHNICAL SKILLS What the Student Should be Able to Do			ACADEMIC and WORKPLACE SKILLS What the Instruction Should Reinforce			
Knowledge	Application		Skill Group	Skill	Description	
5.6 Describe proper techniques for traffic direction	5.6.1	Explain the purpose of traffic direction	Foundation	Reading	Comprehends written information for main ideas [1.3.7]	
	5.6.2	Relate laws that regulate law enforcement direction of traffic		Speaking	Organizes ideas and communicates oral messages to listeners [1.5.7]	
	5.6.3	Differentiate between physical and civil risks involved		Participates in conversation, discussion, and group presentations [1.5.8]		
	5.6.4	Demonstrate safety procedures and equipment		Writing	Presents answers/conclusions in a clear and understandable form [1.6.13]	
	5.6.5	Role-play the correct use of arm, hand, and whistle signals needed to establish a smooth flow of traffic for a simulated situation		Thinking	Knowing How to Learn	Uses available resources to apply new skills [4.3.6]
			Problem Solving	Demonstrates logical reasoning in reaching a conclusion [4.4.2]		
			Reasoning	Determines which conclusions are correct when given a set of facts and a set of conclusions [4.5.3]		
5.7 State procedures for investigating a traffic accident	5.7.1	Justify the purpose of the investigation	Foundation	Reading	Comprehends written information for main ideas [1.3.7]	
	5.7.2	Identify laws pertaining to accident investigation		Writing	Composes and creates documents – letters, manuals, reports, proposals, graphs, flow charts, etc. [1.6.8]	
	5.7.3	Establish priorities at the scene		Presents answers/conclusions in a clear and understandable form [1.6.13]		
	5.7.4	Demonstrate correct methods of interviewing witnesses/drivers		Thinking	Knowing How to Learn	Uses available resources to apply new skills [4.3.6]
	5.7.5	Use correct note taking		Problem Solving	Demonstrates logical reasoning in reaching a conclusion [4.4.2]	
	5.7.6	Outline evidence-collection techniques (including types of evidence to look for)		Reasoning	Determines which conclusions are correct when given a set of facts and a set of conclusions [4.5.3]	
	5.7.7	Complete an accident report				

Unit 6: Performing Patrol

Hours: 18

Terminology: Order, Patrol, Request

CAREER and TECHNICAL SKILLS		ACADEMIC and WORKPLACE SKILLS			
What the Student Should be Able to Do		What the Instruction Should Reinforce			
Knowledge	Application	Skill Group	Skill	Description	
6.1 Define terminology related to performing patrol	6.1.1 Use terms appropriately in context	Foundation	Reading	Applies/Understands technical words that pertain to law enforcement [1.3.6]	
			Writing	Applies/Uses technical words and concepts [1.6.4] Uses words appropriately [1.6.21]	
6.2 Outline preventive patrol	6.2.1 Compile a list of basic preventive patrol methods	Foundation	Reading	Applies/Understands technical words that pertain to law, public safety, corrections and security [1.3.6]	
	6.2.2 Distinguish between basic assumptions behind police patrol (visibility of police, quick response to calls, and increased public cooperation with familiar police personnel)		Speaking	Organizes ideas and communicates oral messages to listeners [1.5.7] Participates in conversation, discussion, and group presentations [1.5.8]	
	6.2.3 Differentiate between the advantages and disadvantages of foot patrol to squad car patrol		Writing	Presents answers/conclusions in a clear and understandable form [1.6.13]	
	6.2.4 Describe the factors that influence how patrol is structured (staffing, geography, calls for service, and citizen input)	Thinking	Problem Solving	Demonstrates logical reasoning in reaching a conclusion [4.4.2]	
	6.2.5 Relate the effectiveness of one-officer to two-officer squad car patrols		Reasoning	Determines which conclusions are correct when given a set of facts and a set of conclusions [4.5.3]	

CAREER and TECHNICAL SKILLS		ACADEMIC and WORKPLACE SKILLS		
What the Student Should be Able to Do		What the Instruction Should Reinforce		
Knowledge	Application	Skill Group	Skill	Description
6.3 Outline observation techniques	6.3.1 Discover how a patrol officer's "sixth sense" can alert him or her to unusual conditions	Foundation	Reading	Comprehends written information for main ideas [1.3.7]
	6.3.2 Relate perception, observation, training, and experience to the concept of an officer's "sixth sense"		Speaking	Organizes ideas and communicates oral messages to listeners [1.5.7] Participates in conversation, discussion, and group presentations [1.5.8]
	6.3.3 Relate how each of the five senses can be used to heighten perception in various situations		Writing	Organizes information into an appropriate format [1.6.10] Presents answers/conclusions in a clear and understandable form [1.6.13]
	6.3.4 Relate an officer's education, training, experience, and prejudices to the accuracy of his or her perception		Thinking	Reasoning
	6.3.5 Research environmental factors (distance, lighting, movement, and time) that can affect perception			
	6.3.6 Research how high stress can affect perception and the techniques for reducing temporary instances of high stress			
	6.3.7 Demonstrate techniques that can be used to increase perception or observation skills			

CAREER and TECHNICAL SKILLS		ACADEMIC and WORKPLACE SKILLS			
What the Student Should be Able to Do		What the Instruction Should Reinforce			
Knowledge	Application	Skill Group	Skill	Description	
6.4 Define clear and concise descriptions of individuals, places, and incidents	6.4.1 Relate techniques for effective observation of incidents	Foundation	Reading	Comprehends written information for main ideas [1.3.7]	
	6.4.2 Demonstrate techniques used for accurately describing individuals and locations		Speaking	Organizes ideas and communicates oral messages to listeners [1.5.7]	
	6.4.3 Show the importance of accurate and concise descriptions		Writing	Presents answers/conclusions in a clear and understandable form [1.6.13]	
	6.4.4 Provide examples of clear and concise descriptions of vehicles	Thinking	Knowing How to Learn	Uses available resources to apply new skills [4.3.6]	
	6.4.5 Use crime-scene note taking techniques		Reasoning	See relationship between two or more ideas, objects, or situations [4.5.5]	
	6.4.6 Demonstrate techniques used for taking an accurate crime-scene sketch		Seeing Things in the Mind's Eye	Uses senses to perceive information related to law enforcement [4.6.5]	
6.5 List techniques for vehicle stops	6.5.1 Assess the three types of vehicle stops: traffic, investigative, and felony	Foundation	Reading	Comprehends written information for main ideas [1.3.7]	
	6.5.2 Point out safety precautions related to vehicle stops		Speaking	Organizes ideas and communicates oral messages to listeners [1.5.7]	
	6.5.3 Demonstrate radio and written communication during vehicle stops			Participates in conversation, discussion, and group presentations [1.5.8]	
	6.5.4 Demonstrate procedures for stopping a vehicle	Thinking	Writing	Organizes information into an appropriate format [1.6.10]	
	6.5.5 Demonstrate maintaining "courteous authority" during a simulated vehicle stop		Knowing	Uses available resources to apply new skills [4.3.6]	
	6.5.6 Relate the general principles of felony stops		Seeing	Uses senses to perceive information related to law enforcement [4.6.5]	

CAREER and TECHNICAL SKILLS What the Student Should be Able to Do			ACADEMIC and WORKPLACE SKILLS What the Instruction Should Reinforce		
Knowledge	Application	Skill Group	Skill	Description	
6.6 Compare oral and written requests for assistance	6.6.1 Name the types of requests for assistance a patrol officer might receive from members of the community	Foundation	Writing	Presents answers/conclusions in a clear and understandable form [1.6.13]	
	6.6.2 Distinguish between requests and orders	Thinking	Knowing How to Learn	Uses available resources to apply new skills [4.3.6]	
	6.6.3 Demonstrate the ability to follow written instruction		Problem Solving	Demonstrates logical reasoning in reaching a conclusion [4.4.2]	
6.7 State effective telephone and radio techniques	6.7.1 Use correct procedures for answering the telephone and taking non-emergency messages	Thinking	Knowing How to Learn	Determines which conclusions are correct when given a set of facts and a set of conclusions [4.5.3]	
	6.7.2 Use correct procedures for emergency telephone and radio calls				
	6.7.3 Use correct radio procedures				

CAREER and TECHNICAL SKILLS			ACADEMIC and WORKPLACE SKILLS		
What the Student Should be Able to Do			What the Instruction Should Reinforce		
Knowledge	Application		Skill Group	Skill	Description
6.8 Outline effective handling of domestic disputes	6.8.1	Review the concept of officer safety	Foundation	Reading	Comprehends written information for main ideas [1.3.7]
	6.8.2	Demonstrate how to take control of the situation		Speaking	Organizes ideas and communicates oral messages to listeners [1.5.7]
	6.8.3	Show how to separate parties			Participates in conversation, discussion, and group presentations [1.5.8]
	6.8.4	Determine who is the victim/aggressor			
	6.8.5	Use proper procedures for arrest and emergency protective orders		Writing	Presents answers/conclusions in a clear and understandable form [1.6.13]
	6.8.6	Show knowledge of domestic violence statutes	Thinking	Knowing How to Learn	Uses available resources to apply new skills [4.3.6]
	6.8.7	Research community agencies that can assist parties in a domestic dispute		Problem Solving	Demonstrates logical reasoning in reaching a conclusion [4.4.2]
	6.8.8	Use techniques for defusing dispute situations		Reasoning	Determines which conclusions are correct when given a set of facts and a set of conclusions [4.5.3]
	6.8.9	Point out factors that determine domestic assault			
6.9 Describe the importance of good communication skills to the success of a criminal justice officer	6.9.1	Maintain a good image of the individual officer	Foundation	Reading	Comprehends written information for main ideas [1.3.7]
	6.9.2	Maintain a good image of the agency		Speaking	Organizes ideas and communicates oral messages to listeners [1.5.7]
	6.9.3	Explain the importance of good interpersonal relationships among officers and the public			Participates in conversation, discussion, and group presentations [1.5.8]
	6.9.4	Demonstrate the use of verbal and nonverbal messages			

CAREER and TECHNICAL SKILLS		ACADEMIC and WORKPLACE SKILLS		
What the Student Should be Able to Do		What the Instruction Should Reinforce		
Knowledge	Application	Skill Group	Skill	Description
6.10 Identify high-risk situations an officer may face	6.10.1 Assess possible high-risk situations (crimes in progress, alarms, domestic disputes, disaster, and ambush)	Foundation	Reading	Comprehends written information for main ideas [1.3.7]
	6.10.2 Discuss factors for officer survival (positive attitude, anticipation of danger, plan of action, good physical condition, maintenance of equipment)		Speaking	Organizes ideas and communicates oral messages to listeners [1.5.7] Participates in conversation, discussion, and group presentations [1.5.8]
	6.10.3 Demonstrate an effective initial response	Thinking	Knowing How to Learn	Uses available resources to apply new skills [4.3.6]
	6.10.4 Determine procedures for handling various high-risk situations		Problem Solving	Demonstrates logical reasoning in reaching a conclusion [4.4.2]
			Reasoning	Determines which conclusions are correct when given a set of facts and a set of conclusions [4.5.3]

Unit 7: Career and Technical Student Organizations (SkillsUSA / HOSA)

Hours: 12

Terminology: Assess, Assessment, Behavior, Business Meeting, Career, Critique, Customers, Expectation, Image, Interview, Job application, Journal, Management, Mentor, Organizational chart, Parliamentary procedure, Portfolio, Presentation, Résumé, Self-motivation, Short-term goals, Stress

CAREER and TECHNICAL SKILLS			ACADEMIC and WORKPLACE SKILLS		
What the Student Should be Able to Do			What the Instruction Should Reinforce		
Knowledge	Application	Skill Group	Skill	Description	
7.1 Define terminology related to student organizations	7.1.1 Use terms appropriately in context	Foundation	Reading	Applies/Understands technical words that pertain to student organizations [1.3.6]	
			Writing	Applies/Uses technical words and concepts [1.6.4] Uses words appropriately [1.6.21]	
7.2 Outline a self-assessment and identify individual learning styles	7.2.1 Note and record individual strengths	Interpersonal	Leadership	Conveys attitudes and values of group to others [2.4.3]	
	7.2.2 Indicate areas in need of improvement	Thinking	Problem Solving	Identifies possible reasons for problem [4.4.6]	
7.3 Describe self-motivation techniques and establish short-term goals	7.3.1 Prepare a list of short-term goals	Personal Management	Self-Esteem	Develops/Initiates a plan for self-improvement [3.5.4]	
	7.3.2 Discuss ways to change or improve lifestyle, appearance, and behavior	Thinking	Creative Thinking	Identifies new goals and objectives [4.1.8]	
7.4 Describe individual time-management skills	7.4.1 Prepare and maintain a time journal	Foundation	Writing	Prepares a complex document in a concise manner [1.6.12]	
	7.4.2 Outline ways to improve time management skills	Thinking	Problem Solving	Devises and implements a plan of action to resolve problem [4.4.3] Recognizes/Defines problem [4.4.8]	
7.5 Define future occupations	7.5.1 Use the internet to explore for career opportunities within specified fields of study	Foundation	Reading	Draws conclusions from what is read [1.3.12]	
			Writing	Summarizes written information [1.6.17]	
	7.5.2 Prepare a presentation on a specified career area	Personal Management	Career Awareness, Development, and Mobility	Explores career opportunities [3.1.6]	
		Thinking	Creative Thinking	Prepares presentation based on subject research, interviews, surveys [4.1.10]	

CAREER and TECHNICAL SKILLS			ACADEMIC and WORKPLACE SKILLS		
What the Student Should be Able to Do			What the Instruction Should Reinforce		
Knowledge	Application	Skill Group	Skill	Description	
7.6 Define an awareness of cultural diversity and equity issues	7.6.1 Research a tradition modeled by individual's family	Foundation	Reading	Uses written resources [books, dictionaries, directories] to obtain factual information [1.3.23]	
	7.6.2 Establish personal philosophy statements regarding gender equity	Interpersonal	Cultural Diversity	Discusses contributions and innovations made by women and/or minority groups [2.2.2] Works effectively with men and women from diverse backgrounds – ethnic, social, educational, etc. [2.2.5]	
7.7 Define and differentiate between External and Internal customers	7.7.1 Identify factors which contribute to poor customer relationships	Interpersonal	Customer Service	Recognizes effects of positive/negative attitudes on customers [2.3.7] Shows initiative and courtesy in meeting and working with customers [2.3.8]	
		Thinking	Decision Making	Evaluates information/data to make best decision [4.2.5]	
7.8 Identify the benefits of doing a community service project	7.8.1 Outline ways to become involved in the community	Foundation	Speaking	Organizes ideas and communicates oral messages to listeners [1.5.7]	
	7.8.2 Develop a community service project	Interpersonal	Teamwork	Contributes to group with ideas, suggestions, and effort [2.6.2]	
7.9 Describe effective communication with others	7.9.1 Note personal barriers to listening	Thinking	Problem Solving	Recognizes/Defines problem [4.4.8]	
	7.9.2 Relate a personal plan to overcome barriers to listening			Revises plan of action indicated by findings [4.4.9]	
7.10 Participate in a shadowing activity	7.10.1 Summarize and relate one experience of job shadowing	Interpersonal	Leadership	Encourages/Motivates members of a group or team [2.4.6]	
7.11 Identify the components of an employment portfolio	7.11.1 Compile and use a personal employment portfolio	Foundation	Writing	Completes form accurately [1.6.7] Composes and creates documents – letters, manuals, reports, proposals, graphs, flow charts, etc. [1.6.8]	
		Foundation	Writing	Analyzes data, summarizes results, and makes conclusions [1.6.2]	
7.12 List proficiency in program competencies	7.12.1 Construct an interpersonal competency assessment	Foundation	Writing	Analyzes data, summarizes results, and makes conclusions [1.6.2]	
7.13 Describe how to measure/modify short-term goals	7.13.1 Show steps to pursue short-term goal(s)	Thinking	Creative Thinking	Identifies new goals and objectives [4.1.8]	

CAREER and TECHNICAL SKILLS What the Student Should be Able to Do			ACADEMIC and WORKPLACE SKILLS What the Instruction Should Reinforce		
Knowledge	Application	Skill Group	Skill	Description	
7.14 Identify stress sources	7.14.1 Prepare a list of personal sources of stress	Foundation	Writing	Communicates thoughts, ideas, or facts in written form in a clear, concise manner [1.6.6]	
	7.14.2 Outline techniques to cope with individual sources of stress	Thinking	Problem Solving	Demonstrates logical reasoning in reaching a conclusion [4.4.2]	
7.15 Identify characteristics of a positive image	7.15.1 List behaviors and traits that lead to a positive image	Foundation	Reading	Determines what information is needed [1.3.10]	
	7.15.2 Note behaviors and traits that lead to a negative image	Personal Management	Self-Esteem	Comprehends the importance of a positive self-concept [3.5.1] Develops/Initiates a plan for self-improvement [3.5.4]	
		Thinking	Decision Making	Identifies pros and cons to assist in decision-making process [4.2.7]	
7.16 Define government, professional organizations and trade unions	7.16.1 Prepare a presentation for the state governor, legislators, or senators about professional student organizations	Foundation	Speaking	Communicates a thought, idea, or fact in spoken form [1.5.5] Participates in conversation, discussion, and group presentations [1.5.8]	
	7.16.2 Prepare a presentation pertaining to professional student organizations and specific career areas				
7.17 Describe how team skills can be applied to a group project	7.17.1 Form a team to develop a class project	Interpersonal	Teamwork	Works effectively with others to reach a common goal [2.6.6]	
7.18 Outline how to observe and critique a meeting	7.18.1 Attend a formal meeting held within the community	Foundation	Writing	Composes and creates documents – letters, manuals, reports, proposals, graphs, flow charts, etc. [1.6.8]	
	7.18.2 Prepare a critique of the meeting attended	Interpersonal	Customer Service	Shows initiative and courtesy in meeting and working with customers [2.3.8]	
7.19 Define business meeting skills	7.19.1 Relate the basic rules required to ensure an orderly and business-like meeting	Foundation	Speaking	Organizes ideas and communicates oral messages to listeners [1.5.7]	
	7.19.2 Demonstrate with role-playing to illustrate appropriate meeting skills	Interpersonal	Leadership	Conveys attitudes and values of group to others [2.4.3] Influences group behavior [2.4.8]	

CAREER and TECHNICAL SKILLS		ACADEMIC and WORKPLACE SKILLS			
What the Student Should be Able to Do		What the Instruction Should Reinforce			
Knowledge	Application	Skill Group	Skill	Description	
7.20 Define social etiquette	7.20.1 Demonstrate with role-playing appropriate social behavior	Interpersonal	Leadership	Conveys attitudes and values of group to others [2.4.3]	
	7.20.2 Differentiate between good and bad manners		Thinking	Decision Making Helps an individual or group challenge existing procedures, policies, or authority [2.4.7] Identifies pros and cons to assist in decision-making process [4.2.7]	
7.21 Outline a survey for employment opportunities	7.21.1 Compile information on a particular employment opportunity of interest	Foundation	Writing	Presents own opinion in written form in a clear, concise manner [1.6.14]	
	7.21.2 Perform an internet search of a specific career area	Personal Management	Career Awareness, Development, and Mobility	Develops skills to locate, evaluate, and interpret career information [3.1.4]	
7.22 Select a professional journal for review and develop a three to five minute presentation	7.22.1 Prepare a presentation on the content, purpose, and distribution of a particular professional journal	Foundation	Writing	Prepares a complex document in a concise manner [1.6.12]	
7.23 Identify customer expectations	7.23.1 List customer expectations	Interpersonal	Customer Service	Applies human relations skills in real-life situations [2.3.1]	
	7.23.2 Discover the consequences of unmet customer expectations			Recognizes effects of positive/negative attitudes on customers [2.3.7] Works with customers to satisfy their expectations [2.3.9]	
7.24 Complete a job application	7.24.1 Prepare a job application from various businesses in the community	Foundation	Reading	Determines what information is needed [1.3.10]	
	7.24.2 Demonstrate a mock job interview		Speaking	Communicates a thought, idea, or fact in spoken form [1.5.5] Uses verbal language and other cues such as body language appropriate in style, tone, and level of complexity to the audience and the occasion [1.5.14]	
			Writing	Completes form accurately [1.6.7]	

CAREER and TECHNICAL SKILLS		ACADEMIC and WORKPLACE SKILLS			
What the Student Should be Able to Do		What the Instruction Should Reinforce			
Knowledge	Application	Skill Group	Skill	Description	
7.25 Define mentor	7.25.1 Share your ideas on the term mentor 7.25.2 Outline ways in which a mentor can help an individual meet career goals	Interpersonal	Leadership Teamwork	Delegates responsibility to an individual within the group or team [2.4.4] Encourages/Motivates members of a group or team [2.4.6] Contributes to group with ideas, suggestions, and effort [2.6.2]	
7.26 Outline your employment portfolio	7.26.1 Construct a personal employment portfolio	Foundation	Writing	Composes and creates documents – letters, manuals, reports, proposals, graphs, flow charts, etc. [1.6.8] Produces neat, legible document from typewriter or computer [1.6.15] Summarizes written information [1.6.17] Uses language, style, organization, and format appropriate to subject matter, purpose, and audience [1.6.19]	
7.27 Identify supervisory and management roles in an organization	7.27.1 Prepare an organizational chart 7.27.2 Outline the responsibilities of managers and supervisors	Foundation Interpersonal Thinking	Writing Leadership Creative Thinking	Produces neat, legible document from typewriter or computer [1.6.15] Helps an individual or group challenge existing procedures, policies, or authority [2.4.7] Develops visual aids to create audience interest [4.1.4]	
7.28 Outline safety issues	7.28.1 Research safety issues within a given career area	Foundation Personal Management	Reading Science Integrity / Honesty / Work Ethic	Identifies relevant details, facts and specifications [1.3.16] Follows safety guidelines [1.4.15] Follows established rules, regulations, and policies [3.2.5]	
7.29 Define task and competency	7.29.1 Evaluate your proficiency in program 7.29.2 Prepare a list of competencies associated with a specified career area	Personal Management Thinking	Integrity / Honesty / Work Ethic Creative Thinking	Keeps one's word when it is given [3.2.6] Prepares presentation based on subject research, interviews, surveys [4.1.10]	

Glossary

Unit 1: Investigating Criminal Justice Careers

1. Plaintiff - the party who initiates a lawsuit by filing a complaint with the clerk of the court against the defendant(s) demanding damages, performance and/or court determination of rights
2. Tort - from French for "wrong," a civil wrong or wrongful act, whether intentional or accidental, from which injury occurs to another
3. Vicarious liability - sometimes called "imputed liability," attachment of responsibility to a person for harm or damages caused by another person in either a negligence lawsuit or criminal prosecution

Unit 2: Defining Crimes

1. Common law - the traditional unwritten law of England
2. Felony - a crime sufficiently serious to be punishable by death or a term in state or federal prison, as distinguished from a misdemeanor which is only punishable by confinement to county or local jail and/or a fine
3. Mens rea - Latin for a "guilty mind," or criminal intent in committing the act
4. Misdemeanor - a lesser crime punishable by a fine and/or county jail time for up to one year
5. Statutory law - a federal or state written law enacted by the Congress or state legislature, respectively; local statutes or laws are usually called "ordinances;" regulations, rulings, opinions, executive orders and proclamations are not statutes
6. Local statutes - or laws are usually called "ordinances;" regulations, rulings, opinions, executive orders and proclamations are not statutes

Unit 3: Defending Against Attack

1. Deadly force - is that level of force which is inherently likely to cause death or great bodily injury
2. Liability - legal responsibility for one's acts or omissions
3. Marksmanship - skill in shooting

Unit 4: Responding to Emergencies

1. Addiction - a strong emotional and/or psychological dependence on a substance such as alcohol or drugs that has progressed beyond voluntary control
2. CPR (Cardiopulmonary Resuscitation) - a technique designed to temporarily circulate oxygenated blood through the body of a person whose heart has stopped
3. Depressants - drugs that cause the body to slow down and relax; due to slowing heart rate, and breathing
4. Heimlich maneuver - an emergency first-aid treatment, consisting of a series of under-the-diaphragm abdominal thrusts, used on a person choking on food or a foreign object
5. Narcotics - the term narcotic, derived from the Greek word for stupor, originally referred to a variety of substances that induced sleep (such state is narcosis); in the U.S. legal context, narcotic refers to opium, opium derivatives, and their semi synthetic or totally synthetic substitutes; cocaine and coca leaves, which are classified as "narcotics" in the U.S. Controlled Substances Act (CSA), are technically not narcotics
6. National Incident Management System (NIMS) - the Nation's first standardized management approach that unifies Federal, state, and local lines of government for incident response
7. Stimulants - a stimulant is a drug which increases the activity of the sympathetic nervous system and produces a sense of euphoria

Unit 5: Controlling Traffic

1. Arrest - an arrest is the action of police or other authority, or even in some circumstances a private civilian, to apprehend and take under guard a person who is suspected of committing a crime; the term is Frankish in origin and is related to the French word Arrêt, meaning "stop"
2. Drinking under the influence (DUI) - commonly called "drunk driving," it refers to operating a motor vehicle while one's blood alcohol content is above the legal limit set by statute, which supposedly is the level at which a person cannot drive safely
3. Infraction - a violation of a statute in which the only punishment authorized is a fine and which is expressly designated as an infraction
4. Summons - a document issued by the court at the time a lawsuit is filed, stating the name of both plaintiff and defendant, the title and file number of the case, the court and its address, the name and address of the plaintiff's attorney, and instructions as to the need to file a response to the complaint within a certain time (such as 30 days after service), usually with a form on the back on which information of service of summons and complaint is to be filled out and signed by the process server

Unit 6: Performing Patrol

1. Order - every direction or mandate from a judge or a court which is not a judgment or legal opinion (including an order) directing that something be done or that there is prohibition against some act
2. Patrol - a police tactic to conduct reconnaissance of a designated area or route
3. Request - to ask or demand a judge to act (such as issuing a writ) or demanding something from the other party (such as production of documents), usually by a party to a lawsuit (usually the attorney)

Unit 7: Career and Technical Student Organizations (SkillsUSA / HOSA)

1. Assess - to determine the value, significance, or extent; to judge
2. Assessment - a tool used to determine value, significance, or extent
3. Behavior - the actions one takes, how one conducts oneself
4. Business meeting - planned gathering of individuals that is methodical, and systematic; the meeting is for a common purpose
5. Career - a chosen pursuit, the general course of progression of one's working life
6. Critique - a critical review or commentary
7. Customers - one who buys goods or services
8. Expectation - eager anticipation; to look forward to the probable occurrence or appearance of something
9. Image - the public's opinion or concept of something
10. Interview - a formal, in person meeting in which the assessment of the qualifications of an applicant are demonstrated/determined
11. Job application - a form or document used by an employer when hiring prospective employees
12. Journal - a personal record of occurrences, experiences, reflections kept on a regular basis
13. Management - the person or persons who control or direct a business or other enterprise
14. Mentor - a wise or trusted counselor or teacher
15. Organizational chart - a chart that reflects the structure through which individuals cooperate systematically to conduct business
16. Parliamentary procedure - a body of rules governing a meeting
17. Portfolio - a portable case for holding materials, such as photographs, drawings, or other materials that represent a person's work
18. Presentation - a performance; a formal introduction; the process of offering for consideration or display
19. Résumé - a brief account of one's professional or work experience and qualifications often submitted with a job application
20. Self-motivation - the act or process of motivating oneself
21. Short-term goals - goals or targets that are reachable with a short or brief period of time
22. Stress - an extreme pressure, strain, or difficulty