

Subject	Chapter 130. Career and Technical Education, Subchapter L. Law, Public Safety, Corrections, and Security
Course Title	§130.332. Principles of Law, Public Safety, Corrections, and Security (One Credit), Adopted 2015.
(a) General Requirements. This course is recommended for students in Grades 9-12. Students shall be awarded one credit for successful completion of this course.	
(b) Introduction.	
<p>(1) Career and technical education instruction provides content aligned with challenging academic standards and relevant technical knowledge and skills for students to further their education and succeed in current or emerging professions.</p> <p>(2) The Law, Public Safety, Corrections, and Security Career Cluster focuses on planning, managing, and providing legal services, public safety, protective services, and homeland security, including professional and technical support services.</p> <p>(3) Principles of Law, Public Safety, Corrections, and Security introduces students to professions in law enforcement, protective services, corrections, firefighting, and emergency management services. Students will examine the roles and responsibilities of police, courts, corrections, private security, and protective agencies of fire and emergency services. The course provides students with an overview of the skills necessary for careers in law enforcement, fire service, protective services, and corrections.</p> <p>(4) Students are encouraged to participate in extended learning experiences such as career and technical student organizations and other leadership or extracurricular organizations.</p> <p>(5) Statements that contain the word "including" reference content that must be mastered, while those containing the phrase "such as" are intended as possible illustrative examples.</p>	

(c) Knowledge and Skills.		
Knowledge and Skill Statement	Student Expectation	Breakout
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to achieve business and industry employability skills standards such as attendance, on-time arrival, meeting deadlines, working toward personal/team goals every day, and ethical use of technology.	[A] The student is expected to achieve business and industry employability skills standards such as attendance, on-time arrival, meeting deadlines, working toward personal/team goals every day, and ethical use of technology	(i) achieve business and industry employability skills standards
(2) The student achieves academic knowledge and skills required for career and postsecondary education opportunities associated with the career field. The student is expected to:	(A) apply English language arts knowledge and skills required for career and postsecondary education opportunities	(i) apply English language arts knowledge required for career opportunities
(2) The student achieves academic knowledge and skills required for career and postsecondary education opportunities associated with the career field. The student is expected to:	(A) apply English language arts knowledge and skills required for career and postsecondary education opportunities	(ii) apply English language arts skills required for career opportunities
(2) The student achieves academic knowledge and skills required for career and postsecondary education opportunities associated with the career field. The student is expected to:	(A) apply English language arts knowledge and skills required for career and postsecondary education opportunities	(iii) apply English language arts knowledge required for postsecondary education opportunities
(2) The student achieves academic knowledge and skills required for career and postsecondary education opportunities associated with the career field. The student is expected to:	(A) apply English language arts knowledge and skills required for career and postsecondary education opportunities	(iv) apply English language arts skills required for postsecondary education opportunities

Knowledge and Skill Statement	Student Expectation	Breakout
(2) The student achieves academic knowledge and skills required for career and postsecondary education opportunities associated with the career field. The student is expected to:	(B) apply mathematics knowledge and skills required for career and postsecondary education opportunities	(i) apply mathematics knowledge required for career opportunities
(2) The student achieves academic knowledge and skills required for career and postsecondary education opportunities associated with the career field. The student is expected to:	(B) apply mathematics knowledge and skills required for career and postsecondary education opportunities	(ii) apply mathematics skills required for career opportunities
(2) The student achieves academic knowledge and skills required for career and postsecondary education opportunities associated with the career field. The student is expected to:	(B) apply mathematics knowledge and skills required for career and postsecondary education opportunities	(iii) apply mathematics knowledge required for postsecondary education opportunities
(2) The student achieves academic knowledge and skills required for career and postsecondary education opportunities associated with the career field. The student is expected to:	(B) apply mathematics knowledge and skills required for career and postsecondary education opportunities	(iv) apply mathematics skills required for postsecondary education opportunities
(2) The student achieves academic knowledge and skills required for career and postsecondary education opportunities associated with the career field. The student is expected to:	(C) apply science knowledge and skills for career and postsecondary education associated with the career field	(i) apply science knowledge for career associated with the career field
(2) The student achieves academic knowledge and skills required for career and postsecondary education opportunities associated with the career field. The student is expected to:	(C) apply science knowledge and skills for career and postsecondary education associated with the career field	(ii) apply science skills for career associated with the career field

Knowledge and Skill Statement	Student Expectation	Breakout
(2) The student achieves academic knowledge and skills required for career and postsecondary education opportunities associated with the career field. The student is expected to:	(C) apply science knowledge and skills for career and postsecondary education associated with the career field	(iii) apply science knowledge for postsecondary education associated with the career field
(2) The student achieves academic knowledge and skills required for career and postsecondary education opportunities associated with the career field. The student is expected to:	(C) apply science knowledge and skills for career and postsecondary education associated with the career field	(iv) apply science skills for postsecondary education associated with the career field
(3) The student uses communication skills in creating, expressing, and interpreting information and ideas, including technical terminology and information. The student is expected to:	(A) evaluate effective use of grammar to develop verbal communication skills	(i) evaluate effective use of grammar to develop verbal communication skills
(3) The student uses communication skills in creating, expressing, and interpreting information and ideas, including technical terminology and information. The student is expected to:	(B) differentiate among speaking strategies used to communicate specific ideas to various audiences	(i) differentiate among speaking strategies used to communicate specific ideas to various audiences
(3) The student uses communication skills in creating, expressing, and interpreting information and ideas, including technical terminology and information. The student is expected to:	(C) interpret voice quality and delivery to analyze verbal communication	(i) interpret voice quality to analyze verbal communication
(3) The student uses communication skills in creating, expressing, and interpreting information and ideas, including technical terminology and information. The student is expected to:	(C) interpret voice quality and delivery to analyze verbal communication	(ii) interpret delivery to analyze verbal communication

Knowledge and Skill Statement	Student Expectation	Breakout
(3) The student uses communication skills in creating, expressing, and interpreting information and ideas, including technical terminology and information. The student is expected to:	(D) demonstrate effective interpersonal skills necessary to communicate with coworkers and the public	(i) demonstrate effective interpersonal skills necessary to communicate with coworkers
(3) The student uses communication skills in creating, expressing, and interpreting information and ideas, including technical terminology and information. The student is expected to:	(D) demonstrate effective interpersonal skills necessary to communicate with coworkers and the public	(ii) demonstrate effective interpersonal skills necessary to communicate with the public
(4) The student formulates ideas, proposals, and solutions to address problems related to the career field in order to ensure effective and efficient delivery of services. The student is expected to:	(A) use analytical skills to formulate ideas, proposals, and solutions to problems	(i) use analytical skills to formulate ideas
(4) The student formulates ideas, proposals, and solutions to address problems related to the career field in order to ensure effective and efficient delivery of services. The student is expected to:	(A) use analytical skills to formulate ideas, proposals, and solutions to problems	(ii) use analytical skills to formulate proposals
(4) The student formulates ideas, proposals, and solutions to address problems related to the career field in order to ensure effective and efficient delivery of services. The student is expected to:	(A) use analytical skills to formulate ideas, proposals, and solutions to problems	(iii) use analytical skills to formulate solutions to problems
(4) The student formulates ideas, proposals, and solutions to address problems related to the career field in order to ensure effective and efficient delivery of services. The student is expected to:	(B) formulate ideas, proposals, and solutions to ensure delivery of services	(i) formulate ideas to ensure delivery of services

Knowledge and Skill Statement	Student Expectation	Breakout
(4) The student formulates ideas, proposals, and solutions to address problems related to the career field in order to ensure effective and efficient delivery of services. The student is expected to:	(B) formulate ideas, proposals, and solutions to ensure delivery of services	(ii) formulate proposals to ensure delivery of services
(4) The student formulates ideas, proposals, and solutions to address problems related to the career field in order to ensure effective and efficient delivery of services. The student is expected to:	(B) formulate ideas, proposals, and solutions to ensure delivery of services	(iii) formulate solutions to ensure delivery of services
(4) The student formulates ideas, proposals, and solutions to address problems related to the career field in order to ensure effective and efficient delivery of services. The student is expected to:	(C) use critical-thinking skills to solve ethical issues identified in the career field	(i) use critical-thinking skills to solve ethical issues identified in the career field
(5) The student implements measures to maintain safe and healthful working conditions in a law and public safety environment. The student is expected to:	(A) identify, analyze, and evaluate the dangers associated with the different career fields	(i) identify the dangers associated with the different career fields
(5) The student implements measures to maintain safe and healthful working conditions in a law and public safety environment. The student is expected to:	(A) identify, analyze, and evaluate the dangers associated with the different career fields	(ii) analyze the dangers associated with the different career fields
(5) The student implements measures to maintain safe and healthful working conditions in a law and public safety environment. The student is expected to:	(A) identify, analyze, and evaluate the dangers associated with the different career fields	(iii) evaluate the dangers associated with the different career fields
(5) The student implements measures to maintain safe and healthful working conditions in a law and public safety environment. The student is expected to:	(B) create and recommend strategies for issues related to the safety and health of employees based on an assessment of a simulated workplace environment	(i) create strategies for issues related to the safety of employees based on an assessment of a simulated workplace environment

Knowledge and Skill Statement	Student Expectation	Breakout
(5) The student implements measures to maintain safe and healthful working conditions in a law and public safety environment. The student is expected to:	(B) create and recommend strategies for issues related to the safety and health of employees based on an assessment of a simulated workplace environment	(ii) create strategies for issues related to the health of employees based on an assessment of a simulated workplace environment
(5) The student implements measures to maintain safe and healthful working conditions in a law and public safety environment. The student is expected to:	(B) create and recommend strategies for issues related to the safety and health of employees based on an assessment of a simulated workplace environment	(iii) recommend strategies for issues related to the safety of employees based on an assessment of a simulated workplace environment
(5) The student implements measures to maintain safe and healthful working conditions in a law and public safety environment. The student is expected to:	(B) create and recommend strategies for issues related to the safety and health of employees based on an assessment of a simulated workplace environment	(iv) recommend strategies for issues related to the health of employees based on an assessment of a simulated workplace environment
(5) The student implements measures to maintain safe and healthful working conditions in a law and public safety environment. The student is expected to:	(C) discuss methods for safe handling of hazardous materials	(i) discuss methods for safe handling of hazardous materials
(5) The student implements measures to maintain safe and healthful working conditions in a law and public safety environment. The student is expected to:	(D) discuss the importance of good health and physical fitness	(i) discuss the importance of good health
(5) The student implements measures to maintain safe and healthful working conditions in a law and public safety environment. The student is expected to:	(D) discuss the importance of good health and physical fitness	(ii) discuss the importance of physical fitness
(5) The student implements measures to maintain safe and healthful working conditions in a law and public safety environment. The student is expected to:	(E) demonstrate first aid, cardiopulmonary resuscitation, and automated external defibrillator procedures	(i) demonstrate first aid procedures

Knowledge and Skill Statement	Student Expectation	Breakout
(5) The student implements measures to maintain safe and healthful working conditions in a law and public safety environment. The student is expected to:	(E) demonstrate first aid, cardiopulmonary resuscitation, and automated external defibrillator procedures	(ii) demonstrate cardiopulmonary resuscitation procedures
(5) The student implements measures to maintain safe and healthful working conditions in a law and public safety environment. The student is expected to:	(E) demonstrate first aid, cardiopulmonary resuscitation, and automated external defibrillator procedures	(iii) demonstrate automated external defibrillator procedures
(6) The student analyzes the legal responsibilities associated with roles and functions within law, public safety, corrections, and security organizations to demonstrate a commitment to professional and ethical behavior. The student is expected to:	(A) examine real-world situations involving ethical dilemmas and professional conduct	(i) examine real-world situations involving ethical dilemmas
(6) The student analyzes the legal responsibilities associated with roles and functions within law, public safety, corrections, and security organizations to demonstrate a commitment to professional and ethical behavior. The student is expected to:	(A) examine real-world situations involving ethical dilemmas and professional conduct	(ii) examine real-world situations involving professional conduct
(6) The student analyzes the legal responsibilities associated with roles and functions within law, public safety, corrections, and security organizations to demonstrate a commitment to professional and ethical behavior. The student is expected to:	(B) explain laws, regulations, and policies that govern professionals	(i) explain laws that govern professionals
(6) The student analyzes the legal responsibilities associated with roles and functions within law, public safety, corrections, and security organizations to demonstrate a commitment to professional and ethical behavior. The student is expected to:	(B) explain laws, regulations, and policies that govern professionals	(ii) explain regulations that govern professionals

Knowledge and Skill Statement	Student Expectation	Breakout
(6) The student analyzes the legal responsibilities associated with roles and functions within law, public safety, corrections, and security organizations to demonstrate a commitment to professional and ethical behavior. The student is expected to:	(B) explain laws, regulations, and policies that govern professionals	(iii) explain policies that govern professionals
(6) The student analyzes the legal responsibilities associated with roles and functions within law, public safety, corrections, and security organizations to demonstrate a commitment to professional and ethical behavior. The student is expected to:	(C) recommend a strategy for responding to an unethical or illegal situation	(i) recommend a strategy for responding to an unethical or illegal situation
(7) The student recognizes the importance of interagency cooperation. The student is expected to:	(A) discuss the importance of police, fire, emergency medical services, court, corrections, and security systems working together to protect the public □	(i) discuss the importance of police, fire, emergency medical services, court, corrections, and security systems working together to protect the public
(7) The student recognizes the importance of interagency cooperation. The student is expected to:	(B) examine the roles and responsibilities of first responders	(i) examine the roles of first responders
(7) The student recognizes the importance of interagency cooperation. The student is expected to:	(B) examine the roles and responsibilities of first responders □	(ii) examine the responsibilities of first responders
(7) The student recognizes the importance of interagency cooperation. The student is expected to:	(C) identify jurisdictional problems that may arise as multiple agencies work together	(i) identify jurisdictional problems that may arise as multiple agencies work together
(7) The student recognizes the importance of interagency cooperation. The student is expected to:	(D) differentiate the roles of private security and public law enforcement agencies	(i) differentiate the roles of private security and public law enforcement agencies

Knowledge and Skill Statement	Student Expectation	Breakout
(8) The student understands the historical and philosophical development of criminal law. The student is expected to:	(A) identify the sources and origin of law in the United States	(i) identify the sources of law in the United States
(8) The student understands the historical and philosophical development of criminal law. The student is expected to:	(A) identify the sources and origin of law in the United States	(ii) identify the origin of law in the United States
(8) The student understands the historical and philosophical development of criminal law. The student is expected to:	(B) explain the impact of the U.S. Constitution and Bill of Rights on criminal law in regard to the rights of citizens	(i) explain the impact of the U.S. Constitution on criminal law in regard to the rights of citizens
(8) The student understands the historical and philosophical development of criminal law. The student is expected to:	(B) explain the impact of the U.S. Constitution and Bill of Rights on criminal law in regard to the rights of citizens	(ii) explain the impact of the Bill of Rights on criminal law in regard to the rights of citizens
(8) The student understands the historical and philosophical development of criminal law. The student is expected to:	(C) differentiate between crimes classified as felonies or misdemeanors and the punishments for each	(i) differentiate between crimes classified as felonies or misdemeanors
(8) The student understands the historical and philosophical development of criminal law. The student is expected to:	(C) differentiate between crimes classified as felonies or misdemeanors and the punishments for each	(ii) differentiate between the punishments for each
(8) The student understands the historical and philosophical development of criminal law. The student is expected to:	(D) analyze the essential elements and classifications of a crime	(i) analyze the essential elements of a crime

Knowledge and Skill Statement	Student Expectation	Breakout
(8) The student understands the historical and philosophical development of criminal law. The student is expected to:	(D) analyze the essential elements and classifications of a crime	(ii) analyze the classifications of a crime
(8) The student understands the historical and philosophical development of criminal law. The student is expected to:	(E) identify problems commonly associated with the enforcement of criminal laws	(i) identify problems commonly associated with the enforcement of criminal laws □
(8) The student understands the historical and philosophical development of criminal law. The student is expected to:	(F) identify the process by which laws are enacted	(i) identify the process by which laws are enacted □
(9) The student identifies the roles of the public safety professional. The student is expected to:	(A) identify career opportunities in federal, state, county, and municipal law enforcement agencies	(i) identify career opportunities in federal law enforcement agencies □
(9) The student identifies the roles of the public safety professional. The student is expected to:	(A) identify career opportunities in federal, state, county, and municipal law enforcement agencies	(ii) identify career opportunities in state law enforcement agencies □
(9) The student identifies the roles of the public safety professional. The student is expected to:	(A) identify career opportunities in federal, state, county, and municipal law enforcement agencies	(iii) identify career opportunities in county law enforcement agencies □
(9) The student identifies the roles of the public safety professional. The student is expected to:	(A) identify career opportunities in federal, state, county, and municipal law enforcement agencies	(iv) identify career opportunities in municipal law enforcement agencies □
(9) The student identifies the roles of the public safety professional. The student is expected to:	(B) identify the education and training required for various levels of law enforcement	(i) identify the education required for various levels of law enforcement □

Knowledge and Skill Statement	Student Expectation	Breakout
(9) The student identifies the roles of the public safety professional. The student is expected to:	(B) identify the education and training required for various levels of law enforcement	(ii) identify the training required for various levels of law enforcement □
(9) The student identifies the roles of the public safety professional. The student is expected to:	(C) discuss the history of policing in the United States	(i) discuss the history of policing in the United States □
(9) The student identifies the roles of the public safety professional. The student is expected to:	(D) identify the roles and responsibilities of law enforcement professionals	(i) identify the roles of law enforcement professionals □
(9) The student identifies the roles of the public safety professional. The student is expected to:	(D) identify the roles and responsibilities of law enforcement professionals	(ii) identify the responsibilities of law enforcement professionals □
(9) The student identifies the roles of the public safety professional. The student is expected to:	(E) analyze the impact of constitutional law on police as it relates to arrest, use of force, searches, and seizure	(i) analyze the impact of constitutional law on police as it relates to arrest □
(9) The student identifies the roles of the public safety professional. The student is expected to:	(E) analyze the impact of constitutional law on police as it relates to arrest, use of force, searches, and seizure	(ii) analyze the impact of constitutional law on police as it relates to use of force □
(9) The student identifies the roles of the public safety professional. The student is expected to:	(E) analyze the impact of constitutional law on police as it relates to arrest, use of force, searches, and seizure	(iii) analyze the impact of constitutional law on police as it relates to searches □
(9) The student identifies the roles of the public safety professional. The student is expected to:	(E) analyze the impact of constitutional law on police as it relates to arrest, use of force, searches, and seizure	(iv) analyze the impact of constitutional law on police as it relates to seizure □
(9) The student identifies the roles of the public safety professional. The student is expected to:	(F) examine the role of emergency medical services in public safety	(i) examine the role of emergency medical services in public safety □

Knowledge and Skill Statement	Student Expectation	Breakout
(9) The student identifies the roles of the public safety professional. The student is expected to:	(G) identify how public safety professionals manage the stress related to these jobs	(i) identify how public safety professionals manage the stress related to these jobs □
(10) The student identifies the roles and functions of court systems. The student is expected to:	(A) identify career opportunities in the court systems	(i) identify career opportunities in the court systems □
(10) The student identifies the roles and functions of court systems. The student is expected to:	(B) identify the levels and functions of criminal courts	(i) identify the levels of criminal courts □
(10) The student identifies the roles and functions of court systems. The student is expected to:	(B) identify the levels and functions of criminal courts	(ii) identify the functions of criminal courts □
(10) The student identifies the roles and functions of court systems. The student is expected to:	(C) examine the roles of the courtroom work groups such as judges, prosecutors, defense counsel, and bailiffs	(i) examine the roles of the courtroom work groups □
(10) The student identifies the roles and functions of court systems. The student is expected to:	(D) explain pretrial and courtroom procedures	(i) explain pretrial procedures □
(10) The student identifies the roles and functions of court systems. The student is expected to:	(D) explain pretrial and courtroom procedures	(ii) explain courtroom procedures □
(10) The student identifies the roles and functions of court systems. The student is expected to:	(E) identify types of sentencing and sentencing rules	(i) identify types of sentencing □
(10) The student identifies the roles and functions of court systems. The student is expected to:	(E) identify types of sentencing and sentencing rules	(ii) identify sentencing rules □

Knowledge and Skill Statement	Student Expectation	Breakout
(11) The student identifies the roles and functions of the correctional system. The student is expected to:	(A) explain career opportunities available in the correctional system, including probation and parole	(i) explain career opportunities available in the correctional system, including probation □
(11) The student identifies the roles and functions of the correctional system. The student is expected to:	(A) explain career opportunities available in the correctional system, including probation and parole	(ii) explain career opportunities available in the correctional system, including parole □
(11) The student identifies the roles and functions of the correctional system. The student is expected to:	(B) explain the duties and responsibilities of correctional officers	(i) explain the duties of correctional officers □
(11) The student identifies the roles and functions of the correctional system. The student is expected to:	(B) explain the duties and responsibilities of correctional officers	(ii) explain the responsibilities of correctional officers □
(11) The student identifies the roles and functions of the correctional system. The student is expected to:	(C) recognize the history of prisons in the United States	(i) recognize the history of prisons in the United States □
(11) The student identifies the roles and functions of the correctional system. The student is expected to:	(D) explain the differences between jails and prisons	(i) explain the differences between jails and prisons □
(11) The student identifies the roles and functions of the correctional system. The student is expected to:	(E) identify the levels of security in prisons and jails	(i) identify the levels of security in prisons □
(11) The student identifies the roles and functions of the correctional system. The student is expected to:	(E) identify the levels of security in prisons and jails	(ii) identify the levels of security in jails □
(11) The student identifies the roles and functions of the correctional system. The student is expected to:	(F) explain the constitutional rights of inmates in prisons and jails	(i) explain the constitutional rights of inmates in prisons □

Knowledge and Skill Statement	Student Expectation	Breakout
(11) The student identifies the roles and functions of the correctional system. The student is expected to:	(F) explain the constitutional rights of inmates in prisons and jails	(ii) explain the constitutional rights of inmates in jails □
(12) The student identifies the roles and functions of private security systems and agencies. The student is expected to:	(A) explain the career opportunities available in private security	(i) explain the career opportunities available in private security □
(12) The student identifies the roles and functions of private security systems and agencies. The student is expected to:	(B) discuss the history and importance of private security in the United States	(i) discuss the history of private security in the United States □
(12) The student identifies the roles and functions of private security systems and agencies. The student is expected to:	(B) discuss the history and importance of private security in the United States	(ii) discuss the importance of private security in the United States □
(12) The student identifies the roles and functions of private security systems and agencies. The student is expected to:	(C) examine the relationship between private security and public safety agencies	(i) examine the relationship between private security and public safety agencies □
(13) The student identifies the roles and functions of fire protection services. The student is expected to:	(A) identify the career opportunities in fire protection services	(i) identify the career opportunities in fire protection services □
(13) The student identifies the roles and functions of fire protection services. The student is expected to:	(B) explain the duties and responsibilities of firefighters	(i) explain the duties of firefighters □
(13) The student identifies the roles and functions of fire protection services. The student is expected to:	(B) explain the duties and responsibilities of firefighters	(ii) explain the responsibilities of firefighters □

Knowledge and Skill Statement	Student Expectation	Breakout
(13) The student identifies the roles and functions of fire protection services. The student is expected to:	(C) recognize the importance of the operation of 911 and computer-aided dispatch systems	(i) recognize the importance of the operation of 911 □
(13) The student identifies the roles and functions of fire protection services. The student is expected to:	(C) recognize the importance of the operation of 911 and computer-aided dispatch systems	(ii) recognize the importance of computer-aided dispatch systems □
(13) The student identifies the roles and functions of fire protection services. The student is expected to:	(D) explain the relationships among police, fire, and emergency medical services	(i) explain the relationships among police, fire, and emergency medical services □
(14) The student identifies the roles and functions of student community organizations that support or provide additional information and guidance to those interested in law, public safety, corrections, and protective services. The student is expected to:	(A) research and participate in community organizations such as SkillsUSA, Law Enforcement Explorer Scouts, and National Technical Honor Society	(i) research community organizations □
(14) The student identifies the roles and functions of student community organizations that support or provide additional information and guidance to those interested in law, public safety, corrections, and protective services. The student is expected to:	(A) research and participate in community organizations such as SkillsUSA, Law Enforcement Explorer Scouts, and National Technical Honor Society	(ii) participate in community organizations □
(14) The student identifies the roles and functions of student community organizations that support or provide additional information and guidance to those interested in law, public safety, corrections, and protective services. The student is expected to:	(B) identify community outreach organizations such as Citizens on Patrol local student police organizations or national student police organizations	(i) identify community outreach organizations □

Subject	Chapter 130. Career and Technical Education, Subchapter L. Law, Public Safety, Corrections, and Security
Course Title	§130.333. Correctional Services (One Credit), Adopted 2015.
<p>(a) General Requirements. This course is recommended for students in Grades 10-12. Recommended prerequisite: Principles of Law, Public Safety, Corrections, and Security. Students shall be awarded one credit for successful completion of this course.</p>	
<p>(b) Introduction.</p>	
<p>(1) Career and technical education instruction provides content aligned with challenging academic standards and relevant technical knowledge and skills for students to further their education and succeed in current or emerging professions.</p> <p>(2) The Law, Public Safety, Corrections, and Security Career Cluster focuses on planning, managing, and providing legal services, public safety, protective services, and homeland security, including professional and technical support services.</p> <p>(3) In Correctional Services, students prepare for certification required for employment as a municipal, county, state, or federal correctional officer. Students will learn the role and responsibilities of a county or municipal correctional officer; discuss relevant rules, regulations, and laws of municipal, county, state, or federal facilities; and discuss defensive tactics, restraint techniques, and first aid procedures as used in the municipal, county, state, or federal correctional setting. Students will analyze rehabilitation and alternatives to institutionalization for inmates.</p> <p>(4) Students are encouraged to participate in extended learning experiences such as career and technical student organizations and other leadership or extracurricular organizations.</p> <p>(5) Statements that contain the word "including" reference content that must be mastered, while those containing the phrase "such as" are intended as possible illustrative examples.</p>	

(c) Knowledge and Skills.		
Knowledge and Skill Statement	Student Expectation	Breakout
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to achieve business and industry employability skills standards such as attendance, on-time arrival, meeting deadlines, working toward personal/team goals every day, and ethical use of technology.	[A] achieve business and industry employability skills standards such as attendance, on-time arrival, meeting deadlines, working toward personal/team goals every day, and ethical use of technology	(i) achieve business and industry employability skills standards
(2) The student researches the history of correctional services in the municipal, county, state, or federal setting. The student is expected to:	(A) examine the history of corrections such as municipal, county, state, and federal	(i) examine the history of corrections
(2) The student researches the history of correctional services in the municipal, county, state, or federal setting. The student is expected to:	(B) examine the rules of conduct and disciplinary action guidelines for employees of municipal, county, state, or federal correctional facilities	(i) examine the rules of conduct for employees of municipal, county, state, or federal correctional facilities
(2) The student researches the history of correctional services in the municipal, county, state, or federal setting. The student is expected to:	(B) examine the rules of conduct and disciplinary action guidelines for employees of municipal, county, state, or federal correctional facilities	(ii) examine the disciplinary action guidelines for employees of municipal, county, state, or federal correctional facilities
(2) The student researches the history of correctional services in the municipal, county, state, or federal setting. The student is expected to:	(C) analyze personal responsibilities, including preferences, to determine requirements for employment in municipal, county, state, or federal correctional services	(i) analyze personal responsibilities, including preferences, to determine requirements for employment in municipal, county, state, or federal correctional services
(2) The student researches the history of correctional services in the municipal, county, state, or federal setting. The student is expected to:	(D) effectively search methods to locate potential employment opportunities in municipal, county, state, or federal correctional services	(i) effectively search methods to locate potential employment opportunities in municipal, county, state, or federal correctional services

Knowledge and Skill Statement	Student Expectation	Breakout
(3) The student recognizes professional standards and ethical responsibilities in the municipal, county, state, or federal correctional facilities. The student is expected to:	(A) identify employer expectations such as effective verbal communication skills; professional conduct; knowledge of laws, regulations, and policies; punctuality and attendance; initiative; cooperation; time management; and sensitivity to and value for diversity	(i) identify employer expectations
(3) The student recognizes professional standards and ethical responsibilities in the municipal, county, state, or federal correctional facilities. The student is expected to:	(B) identify professional standards in municipal, county, state, or federal correctional facilities such as dress, grooming, and personal protective equipment as appropriate and leadership and teamwork when collaborating with others to accomplish goals and objectives	(i) identify professional standards in municipal, county, state, or federal correctional facilities
(3) The student recognizes professional standards and ethical responsibilities in the municipal, county, state, or federal correctional facilities. The student is expected to:	(B) identify professional standards in municipal, county, state, or federal correctional facilities such as dress, grooming, and personal protective equipment as appropriate and leadership and teamwork when collaborating with others to accomplish goals and objectives	(ii) identify leadership when collaborating with others to accomplish goals and objectives
(3) The student recognizes professional standards and ethical responsibilities in the municipal, county, state, or federal correctional facilities. The student is expected to:	(B) identify professional standards in municipal, county, state, or federal correctional facilities such as dress, grooming, and personal protective equipment as appropriate and leadership and teamwork when collaborating with others to accomplish goals and objectives	(iii) identify teamwork when collaborating with others to accomplish goals and objectives
(3) The student recognizes professional standards and ethical responsibilities in the municipal, county, state, or federal correctional facilities. The student is expected to:	(C) analyze the ethical responsibilities of correctional officers to ensure protections of rights	(i) analyze the ethical responsibilities of correctional officers to ensure protections of rights

Knowledge and Skill Statement	Student Expectation	Breakout
(4) The student uses verbal communication skills necessary for municipal, county, state, or federal correctional officers. The student is expected to:	(A) define technical concepts and vocabulary associated with municipal, county, state, or federal correctional services through effective verbal communication	(i) define technical concepts associated with municipal, county, state, or federal correctional services through effective verbal communication
(4) The student uses verbal communication skills necessary for municipal, county, state, or federal correctional officers. The student is expected to:	(A) define technical concepts and vocabulary associated with municipal, county, state, or federal correctional services through effective verbal communication	(ii) define technical vocabulary associated with municipal, county, state, or federal correctional services through effective verbal communication
(4) The student uses verbal communication skills necessary for municipal, county, state, or federal correctional officers. The student is expected to:	(B) contribute to group discussions and meetings by demonstrating active listening and effective speaking skills	(i) contribute to group discussions by demonstrating active listening
(4) The student uses verbal communication skills necessary for municipal, county, state, or federal correctional officers. The student is expected to:	(B) contribute to group discussions and meetings by demonstrating active listening and effective speaking skills	(ii) contribute to meetings by demonstrating active listening
(4) The student uses verbal communication skills necessary for municipal, county, state, or federal correctional officers. The student is expected to:	(B) contribute to group discussions and meetings by demonstrating active listening and effective speaking skills	(iii) contribute to group discussions by demonstrating effective speaking skills
(4) The student uses verbal communication skills necessary for municipal, county, state, or federal correctional officers. The student is expected to:	(B) contribute to group discussions and meetings by demonstrating active listening and effective speaking skills	(iv) contribute to meetings by demonstrating effective speaking skills
(5) The student performs active listening skills to obtain and clarify information. The student is expected to:	(A) apply listening skills to obtain and clarify information provided in verbal communication	(i) apply listening skills to obtain information provided in verbal communication

Knowledge and Skill Statement	Student Expectation	Breakout
(5) The student performs active listening skills to obtain and clarify information. The student is expected to:	(A) apply listening skills to obtain and clarify information provided in verbal communication	(ii) apply listening skills to clarify information provided in verbal communication
(5) The student performs active listening skills to obtain and clarify information. The student is expected to:	(B) demonstrate communication skills to explain the meaning of technical vocabulary concepts related to correctional services	(i) demonstrate communication skills to explain the meaning of technical vocabulary concepts related to correctional services
(6) The student uses first aid, infection control, and cardiopulmonary resuscitation in a correctional facility. The student is expected to:	(A) demonstrate first aid procedures, cardiopulmonary resuscitation, and automated external defibrillator use in a simulated emergency situation	(i) demonstrate first aid procedures in a simulated emergency situation
(6) The student uses first aid, infection control, and cardiopulmonary resuscitation in a correctional facility. The student is expected to:	(A) demonstrate first aid procedures, cardiopulmonary resuscitation, and automated external defibrillator use in a simulated emergency situation	(ii) demonstrate cardiopulmonary resuscitation in a simulated emergency situation
(6) The student uses first aid, infection control, and cardiopulmonary resuscitation in a correctional facility. The student is expected to:	(A) demonstrate first aid procedures, cardiopulmonary resuscitation, and automated external defibrillator use in a simulated emergency situation	(iii) demonstrate automated external defibrillator use in a simulated emergency situation
(6) The student uses first aid, infection control, and cardiopulmonary resuscitation in a correctional facility. The student is expected to:	(B) comply with standard precautions as they relate to infection control	(i) comply with standard precautions as they relate to infection control
(6) The student uses first aid, infection control, and cardiopulmonary resuscitation in a correctional facility. The student is expected to:	(C) use special requirements for handling hazardous materials to maintain a safe working environment	(i) use special requirements for handling hazardous materials to maintain a safe working environment

Knowledge and Skill Statement	Student Expectation	Breakout
(7) The student recognizes constitutional laws and laws of correctional systems. The student is expected to:	(A) apply constitutional laws, including laws of arrest, to execute official correctional service duties while respecting citizen rights	(i) apply constitutional laws, including laws of arrest, to execute official correctional service duties while respecting citizen rights
(7) The student recognizes constitutional laws and laws of correctional systems. The student is expected to:	(B) explore the impact of the U.S. legal system on the correctional system	(i) explore the impact of the U.S. legal system on the correctional system
(7) The student recognizes constitutional laws and laws of correctional systems. The student is expected to:	(C) differentiate between the civil and criminal justice systems and explain how change impacts correctional services	(i) differentiate between the civil and criminal justice systems
(7) The student recognizes constitutional laws and laws of correctional systems. The student is expected to:	(C) differentiate between the civil and criminal justice systems and explain how change impacts correctional services	(ii) explain how change impacts correctional services
(7) The student recognizes constitutional laws and laws of correctional systems. The student is expected to:	(D) use the appropriate techniques to manage crisis situations to protect individuals and society	(i) use the appropriate techniques to manage crisis situations to protect individuals
(7) The student recognizes constitutional laws and laws of correctional systems. The student is expected to:	(D) use the appropriate techniques to manage crisis situations to protect individuals and society	(ii) use the appropriate techniques to manage crisis situations to protect society
(7) The student recognizes constitutional laws and laws of correctional systems. The student is expected to:	(E) execute protocols associated with arrest, search, and seizure using the statutes set forth by the Fourth Amendment	(i) execute protocols associated with arrest using the statutes set forth by the Fourth Amendment
(7) The student recognizes constitutional laws and laws of correctional systems. The student is expected to:	(E) execute protocols associated with arrest, search, and seizure using the statutes set forth by the Fourth Amendment	(ii) execute protocols associated with search using the statutes set forth by the Fourth Amendment

Knowledge and Skill Statement	Student Expectation	Breakout
(7) The student recognizes constitutional laws and laws of correctional systems. The student is expected to:	(E) execute protocols associated with arrest, search, and seizure using the statutes set forth by the Fourth Amendment	(iii) execute protocols associated with seizure using the statutes set forth by the Fourth Amendment
(7) The student recognizes constitutional laws and laws of correctional systems. The student is expected to:	(F) summarize the rights of an individual being interrogated under the Fifth Amendment	(i) summarize the rights of an individual being interrogated under the Fifth Amendment
(7) The student recognizes constitutional laws and laws of correctional systems. The student is expected to:	(G) examine trial, jury, and due process rights	(i) examine trial rights
(7) The student recognizes constitutional laws and laws of correctional systems. The student is expected to:	(G) examine trial, jury, and due process rights	(ii) examine jury rights
(7) The student recognizes constitutional laws and laws of correctional systems. The student is expected to:	(G) examine trial, jury, and due process rights	(iii) examine due process rights
(7) The student recognizes constitutional laws and laws of correctional systems. The student is expected to:	(H) state the conditions under which citizens and non-citizens of the United States may be interrogated in the correctional environment	(i) state the conditions under which citizens of the United States may be interrogated in the correctional environment
(7) The student recognizes constitutional laws and laws of correctional systems. The student is expected to:	(H) state the conditions under which citizens and non-citizens of the United States may be interrogated in the correctional environment	(ii) state the conditions under which non-citizens of the United States may be interrogated in the correctional environment
(8) The student models behaviors during interactions with prisoners that demonstrate concern for individuals with disabilities. The student is expected to:	(A) apply the appropriate procedures for use with individuals who have mental disorders, physical disabilities, communication disorders, and atypical behaviors	(i) apply the appropriate procedures for use with individuals who have mental disorders

Knowledge and Skill Statement	Student Expectation	Breakout
(8) The student models behaviors during interactions with prisoners that demonstrate concern for individuals with disabilities. The student is expected to:	(A) apply the appropriate procedures for use with individuals who have mental disorders, physical disabilities, communication disorders, and atypical behaviors	(ii) apply the appropriate procedures for use with individuals who have physical disabilities
(8) The student models behaviors during interactions with prisoners that demonstrate concern for individuals with disabilities. The student is expected to:	(A) apply the appropriate procedures for use with individuals who have mental disorders, physical disabilities, communication disorders, and atypical behaviors	(iii) apply the appropriate procedures for use with individuals who have communication disorders
(8) The student models behaviors during interactions with prisoners that demonstrate concern for individuals with disabilities. The student is expected to:	(A) apply the appropriate procedures for use with individuals who have mental disorders, physical disabilities, communication disorders, and atypical behaviors	(iv) apply the appropriate procedures for use with individuals who have atypical behaviors
(8) The student models behaviors during interactions with prisoners that demonstrate concern for individuals with disabilities. The student is expected to:	(B) execute protocols to provide appropriate assistance to people with disabilities and impairments	(i) execute protocols to provide appropriate assistance to people with disabilities
(8) The student models behaviors during interactions with prisoners that demonstrate concern for individuals with disabilities. The student is expected to:	(B) execute protocols to provide appropriate assistance to people with disabilities and impairments	(ii) execute protocols to provide appropriate assistance to people with impairments
(8) The student models behaviors during interactions with prisoners that demonstrate concern for individuals with disabilities. The student is expected to:	(C) analyze the impact of the Americans with Disabilities Act on inmates and correctional staff	(i) analyze the impact of the Americans with Disabilities Act on inmates
(8) The student models behaviors during interactions with prisoners that demonstrate concern for individuals with disabilities. The student is expected to:	(C) analyze the impact of the Americans with Disabilities Act on inmates and correctional staff	(ii) analyze the impact of the Americans with Disabilities Act on correctional staff

Knowledge and Skill Statement	Student Expectation	Breakout
(9) The student uses conflict resolution skills and knowledge to resolve conflicts among individuals in correctional environments. The student is expected to:	(A) examine the origins of conflict and the needs that motivate behavior	(i) examine the origins of conflict
(9) The student uses conflict resolution skills and knowledge to resolve conflicts among individuals in correctional environments. The student is expected to:	(A) examine the origins of conflict and the needs that motivate behavior	(ii) examine the needs that motivate behavior
(9) The student uses conflict resolution skills and knowledge to resolve conflicts among individuals in correctional environments. The student is expected to:	(B) analyze different responses to conflict and the results generated	(i) analyze different responses to conflict
(9) The student uses conflict resolution skills and knowledge to resolve conflicts among individuals in correctional environments. The student is expected to:	(B) analyze different responses to conflict and the results generated	(ii) analyze the results generated
(9) The student uses conflict resolution skills and knowledge to resolve conflicts among individuals in correctional environments. The student is expected to:	(C) use principle-centered conflict resolution processes in order to resolve conflicts	(i) use principle-centered conflict resolution processes in order to resolve conflicts
(9) The student uses conflict resolution skills and knowledge to resolve conflicts among individuals in correctional environments. The student is expected to:	(D) interpret visual and vocal cues to comprehend information received such as from body language, eye movement, voice tone, and voice inflection	(i) interpret visual cues to comprehend information received
(9) The student uses conflict resolution skills and knowledge to resolve conflicts among individuals in correctional environments. The student is expected to:	(D) interpret visual and vocal cues to comprehend information received such as from body language, eye movement, voice tone, and voice inflection	(ii) interpret vocal cues to comprehend information received

Knowledge and Skill Statement	Student Expectation	Breakout
(10) The student analyzes hostile situations and executes conflict management strategies to take charge of problems that arise in correctional settings. The student is expected to:	(A) review security post procedures in a correctional facility	(i) review security post procedures in a correctional facility
(10) The student analyzes hostile situations and executes conflict management strategies to take charge of problems that arise in correctional settings. The student is expected to:	(B) explain the importance of a perimeter security system	(i) explain the importance of a perimeter security system
(10) The student analyzes hostile situations and executes conflict management strategies to take charge of problems that arise in correctional settings. The student is expected to:	(C) appraise situations and select the appropriate degree of force	(i) appraise situations
(10) The student analyzes hostile situations and executes conflict management strategies to take charge of problems that arise in correctional settings. The student is expected to:	(C) appraise situations and select the appropriate degree of force	(ii) select the appropriate degree of force
(10) The student analyzes hostile situations and executes conflict management strategies to take charge of problems that arise in correctional settings. The student is expected to:	(D) complete steps involved in pre-event planning to respond to crisis situations	(i) complete steps involved in pre-event planning to respond to crisis situations
(10) The student analyzes hostile situations and executes conflict management strategies to take charge of problems that arise in correctional settings. The student is expected to:	(E) perform appropriate crisis management to protect individual and societal rights	(i) perform appropriate crisis management to protect individual rights

Knowledge and Skill Statement	Student Expectation	Breakout
(10) The student analyzes hostile situations and executes conflict management strategies to take charge of problems that arise in correctional settings. The student is expected to:	(E) perform appropriate crisis management to protect individual and societal rights	(ii) perform appropriate crisis management to protect societal rights
(11) The student applies technical skill procedures of correctional staff to effectively manage day-to-day operations of correctional facilities. The student is expected to:	(A) demonstrate knowledge of policies and procedures for inmate supervision and discipline	(i) demonstrate knowledge of policies and procedures for inmate discipline
(11) The student applies technical skill procedures of correctional staff to effectively manage day-to-day operations of correctional facilities. The student is expected to:	(B) demonstrate protocol designed to restrain individuals placed into custody without violating personal rights or jeopardizing personal safety	(i) demonstrate protocol designed to restrain individuals placed into custody without violating personal rights or jeopardizing personal safety
(11) The student applies technical skill procedures of correctional staff to effectively manage day-to-day operations of correctional facilities. The student is expected to:	(C) develop emergency plans and procedures for correctional facilities	(i) develop emergency plans for correctional facilities
(11) The student applies technical skill procedures of correctional staff to effectively manage day-to-day operations of correctional facilities. The student is expected to:	(C) develop emergency plans and procedures for correctional facilities	(ii) develop emergency procedures for correctional facilities
(11) The student applies technical skill procedures of correctional staff to effectively manage day-to-day operations of correctional facilities. The student is expected to:	(D) describe the process for providing food services and the critical elements to ensure an effective operation	(i) describe the process for providing food services

Knowledge and Skill Statement	Student Expectation	Breakout
(11) The student applies technical skill procedures of correctional staff to effectively manage day-to-day operations of correctional facilities. The student is expected to:	(D) describe the process for providing food services and the critical elements to ensure an effective operation	(ii) describe the critical elements to ensure an effective [food service] operation
(11) The student applies technical skill procedures of correctional staff to effectively manage day-to-day operations of correctional facilities. The student is expected to:	(E) describe the steps for processing inmates such as reception, orientation, and classification	(i) describe the steps for processing inmates
(11) The student applies technical skill procedures of correctional staff to effectively manage day-to-day operations of correctional facilities. The student is expected to:	(F) conduct a simulated parole interview	(i) conduct a simulated parole interview
(11) The student applies technical skill procedures of correctional staff to effectively manage day-to-day operations of correctional facilities. The student is expected to:	(G) analyze prisoner re-entry programs and the effect of the programs on the community	(i) analyze prisoner re-entry programs
(11) The student applies technical skill procedures of correctional staff to effectively manage day-to-day operations of correctional facilities. The student is expected to:	(G) analyze prisoner re-entry programs and the effect of the programs on the community	(ii) analyze the effect of [prisoner re-entry] programs on the community
(11) The student applies technical skill procedures of correctional staff to effectively manage day-to-day operations of correctional facilities. The student is expected to:	(H) describe the importance of public relations as related to communities and citizens	(i) describe the importance of public relations as related to communities

Knowledge and Skill Statement	Student Expectation	Breakout
(11) The student applies technical skill procedures of correctional staff to effectively manage day-to-day operations of correctional facilities. The student is expected to:	(H) describe the importance of public relations as related to communities and citizens	(ii) describe the importance of public relations as related to citizens
(12) The student identifies basic organizational models for municipal, county, state, or federal correctional facilities and the officer's role in maintaining order and safety. The student is expected to:	(A) identify three primary models of detention facilities	(i) identify three primary models of detention facilities
(12) The student identifies basic organizational models for municipal, county, state, or federal correctional facilities and the officer's role in maintaining order and safety. The student is expected to:	(B) identify the role and core responsibilities of the officer in the detention facility	(i) identify the role of the officer in the detention facility
(12) The student identifies basic organizational models for municipal, county, state, or federal correctional facilities and the officer's role in maintaining order and safety. The student is expected to:	(B) identify the role and core responsibilities of the officer in the detention facility	(ii) identify the core responsibilities of the officer in the detention facility
(12) The student identifies basic organizational models for municipal, county, state, or federal correctional facilities and the officer's role in maintaining order and safety. The student is expected to:	(C) recognize issues involving prisoners' constitutional rights	(i) recognize issues involving prisoners' constitutional rights
(12) The student identifies basic organizational models for municipal, county, state, or federal correctional facilities and the officer's role in maintaining order and safety. The student is expected to:	(A) identify the importance of ethical judgment and behavior in the criminal justice system	(i) identify the importance of ethical judgment in the criminal justice system

Knowledge and Skill Statement	Student Expectation	Breakout
(12) The student identifies basic organizational models for municipal, county, state, or federal correctional facilities and the officer's role in maintaining order and safety. The student is expected to:	(A) identify the importance of ethical judgment and behavior in the criminal justice system	(ii) identify the importance of ethical behavior in the criminal justice system
(12) The student identifies basic organizational models for municipal, county, state, or federal correctional facilities and the officer's role in maintaining order and safety. The student is expected to:	(B) recognize issues involved with human relations between staff and prisoners	(i) recognize issues involved with human relations between staff and prisoners
(12) The student identifies basic organizational models for municipal, county, state, or federal correctional facilities and the officer's role in maintaining order and safety. The student is expected to:	(C) compare and contrast stress and stress-related issues for correctional personnel	(i) compare and contrast stress and stress-related issues for correctional personnel
(12) The student identifies basic organizational models for municipal, county, state, or federal correctional facilities and the officer's role in maintaining order and safety. The student is expected to:	(D) evaluate the process of promoting cultural awareness at a municipal, county, state, or federal facility	(i) evaluate the process of promoting cultural awareness at a municipal, county, state, or federal facility
(13) The student recognizes issues related to human behavior and relations in a detention facility. The student is expected to:	(E) identify state and federal laws related to civil rights, sexual harassment, and liability issues for detention personnel	(i) identify state laws related to civil rights issues for detention personnel
(13) The student recognizes issues related to human behavior and relations in a detention facility. The student is expected to:	(E) identify state and federal laws related to civil rights, sexual harassment, and liability issues for detention personnel	(ii) identify state laws related to sexual harassment for detention personnel

Knowledge and Skill Statement	Student Expectation	Breakout
(13) The student recognizes issues related to human behavior and relations in a detention facility. The student is expected to:	(E) identify state and federal laws related to civil rights, sexual harassment, and liability issues for detention personnel	(iii) identify state laws related to liability issues for detention personnel
(13) The student recognizes issues related to human behavior and relations in a detention facility. The student is expected to:	(E) identify state and federal laws related to civil rights, sexual harassment, and liability issues for detention personnel	(iv) identify federal laws related to civil rights for detention personnel
(13) The student recognizes issues related to human behavior and relations in a detention facility. The student is expected to:	(E) identify state and federal laws related to civil rights, sexual harassment, and liability issues for detention personnel	(v) identify federal laws related to sexual harassment for detention personnel
(13) The student recognizes issues related to human behavior and relations in a detention facility. The student is expected to:	(E) identify state and federal laws related to civil rights, sexual harassment, and liability issues for detention personnel	(vi) identify federal laws related to liability issues for detention personnel
(14) The student identifies methods of screening for and addressing injurious prisoner behavior. The student is expected to:	(A) identify various methods of screening for suicide risks	(i) identify various methods of screening for suicide risks
(14) The student identifies methods of screening for and addressing injurious prisoner behavior. The student is expected to:	(B) recognize procedures for preventing suicide among prisoners and for responding to suicide attempts	(i) recognize procedures for preventing suicide among prisoners
(14) The student identifies methods of screening for and addressing injurious prisoner behavior. The student is expected to:	(B) recognize procedures for preventing suicide among prisoners and for responding to suicide attempts	(ii) recognize procedures for for responding to suicide attempts

Knowledge and Skill Statement	Student Expectation	Breakout
(14) The student identifies methods of screening for and addressing injurious prisoner behavior. The student is expected to:	(C) identify various methods for determining, classifying, and dealing with intoxicated prisoners in the correctional setting	(i) identify various methods for determining intoxicated prisoners in the correctional setting
(14) The student identifies methods of screening for and addressing injurious prisoner behavior. The student is expected to:	(C) identify various methods for determining, classifying, and dealing with intoxicated prisoners in the correctional setting	(ii) identify various methods for classifying intoxicated prisoners in the correctional setting
(14) The student identifies methods of screening for and addressing injurious prisoner behavior. The student is expected to:	(C) identify various methods for determining, classifying, and dealing with intoxicated prisoners in the correctional setting	(iii) identify various methods for dealing with intoxicated prisoners in the correctional setting
(15) The student recognizes intake procedures for a detention facility. The student is expected to:	(A) identify general booking procedures such as basic orientation procedures, fingerprinting, report writing, and documentation of prisoner information	(i) identify general booking procedures
(15) The student recognizes intake procedures for a detention facility. The student is expected to:	(B) identify steps in the prisoner admission process	(i) identify steps in the prisoner admission process
(15) The student recognizes intake procedures for a detention facility. The student is expected to:	(C) recognize the process for releasing prisoners	(i) recognize the process for releasing prisoners
(16) The student recognizes various inmate health care issues and processes. The student is expected to:	(A) identify issues and symptoms involving persons with a variety of mental impairments at a detention facility	(i) identify issues involving persons with a variety of mental impairments at a detention facility
(16) The student recognizes various inmate health care issues and processes. The student is expected to:	(A) identify issues and symptoms involving persons with a variety of mental impairments at a detention facility	(ii) identify symptoms involving persons with a variety of mental impairments at a detention facility

Knowledge and Skill Statement	Student Expectation	Breakout
(16) The student recognizes various inmate health care issues and processes. The student is expected to:	(B) identify questions to ask when screening prisoners for mental illness and recognize methods for interacting and communicating with prisoners who may be mentally ill	(i) identify questions to ask when screening prisoners for mental illness
(16) The student recognizes various inmate health care issues and processes. The student is expected to:	(B) identify questions to ask when screening prisoners for mental illness and recognize methods for interacting and communicating with prisoners who may be mentally ill	(ii) recognize methods for interacting with prisoners who may be mentally ill
(16) The student recognizes various inmate health care issues and processes. The student is expected to:	(B) identify questions to ask when screening prisoners for mental illness and recognize methods for interacting and communicating with prisoners who may be mentally ill	(iii) recognize methods for communicating with prisoners who may be mentally ill
(16) The student recognizes various inmate health care issues and processes. The student is expected to:	(C) recognize processes for maintaining inmate health records and understand health risks of communicable diseases	(i) recognize processes for maintaining inmate health records
(16) The student recognizes various inmate health care issues and processes. The student is expected to:	(C) recognize processes for maintaining inmate health records and understand health risks of communicable diseases	(ii) understand health risks of communicable diseases
(16) The student recognizes various inmate health care issues and processes. The student is expected to:	(D) recognize legal aspects of health care in a detention facility	(i) recognize legal aspects of health care in a detention facility

Knowledge and Skill Statement	Student Expectation	Breakout
(17) The student identifies methods of providing various prisoner services. The student is expected to identify processes for issuing prisoner supplies and recognize issues involving prisoner food service, visitations, prisoner correspondence, and telephone usage.	[A] identify processes for issuing prisoner supplies and recognize issues involving prisoner food service, visitations, prisoner correspondence, and telephone usage	(i) identify processes for issuing prisoner supplies
(17) The student identifies methods of providing various prisoner services. The student is expected to identify processes for issuing prisoner supplies and recognize issues involving prisoner food service, visitations, prisoner correspondence, and telephone usage.	[A] identify processes for issuing prisoner supplies and recognize issues involving prisoner food service, visitations, prisoner correspondence, and telephone usage	(ii) recognize issues involving prisoner food service
(17) The student identifies methods of providing various prisoner services. The student is expected to identify processes for issuing prisoner supplies and recognize issues involving prisoner food service, visitations, prisoner correspondence, and telephone usage.	[A] identify processes for issuing prisoner supplies and recognize issues involving prisoner food service, visitations, prisoner correspondence, and telephone usage	(iii) recognize issues involving visitations
(17) The student identifies methods of providing various prisoner services. The student is expected to identify processes for issuing prisoner supplies and recognize issues involving prisoner food service, visitations, prisoner correspondence, and telephone usage.	[A] identify processes for issuing prisoner supplies and recognize issues involving prisoner food service, visitations, prisoner correspondence, and telephone usage	(iv) recognize issues involving prisoner correspondence
(17) The student identifies methods of providing various prisoner services. The student is expected to identify processes for issuing prisoner supplies and recognize issues involving prisoner food service, visitations, prisoner correspondence, and telephone usage.	[A] identify processes for issuing prisoner supplies and recognize issues involving prisoner food service, visitations, prisoner correspondence, and telephone usage	(v) recognize issues involving prisoner telephone usage.

Knowledge and Skill Statement	Student Expectation	Breakout
(18) The student recognizes prisoner and facility security protocols. The student is expected to:	(A) identify issues involving inmate counts	(i) identify issues involving inmate counts
(18) The student recognizes prisoner and facility security protocols. The student is expected to:	(B) demonstrate procedures for inventorying prisoner's property	(i) demonstrate procedures for inventorying prisoner's property
(18) The student recognizes prisoner and facility security protocols. The student is expected to:	(C) identify the process of searching male and female prisoners	(i) identify the process of searching male prisoners
(18) The student recognizes prisoner and facility security protocols. The student is expected to:	(C) identify the process of searching male and female prisoners	(ii) identify the process of searching female prisoners
(18) The student recognizes prisoner and facility security protocols. The student is expected to:	(D) identify the processes and procedures for searching cells and common areas within a correctional facility	(i) identify the processes for searching cells within a correctional facility
(18) The student recognizes prisoner and facility security protocols. The student is expected to:	(D) identify the processes and procedures for searching cells and common areas within a correctional facility	(ii) identify the procedures for searching common areas within a correctional facility
(18) The student recognizes prisoner and facility security protocols. The student is expected to:	(E) identify issues involving facility security	(i) identify issues involving facility security
(19) The student recognizes the appropriate actions to take in emergency situations at a detention facility. The student is expected to:	(A) identify procedures for responding to a riot and disturbance in a municipal, county, state, or federal correctional facility	(i) identify procedures for responding to a riot in a municipal, county, state, or federal correctional facility

Knowledge and Skill Statement	Student Expectation	Breakout
(19) The student recognizes the appropriate actions to take in emergency situations at a detention facility. The student is expected to:	(A) identify procedures for responding to a riot and disturbance in a municipal, county, state, or federal correctional facility	(ii) identify procedures for responding to disturbance in a municipal, county, state, or federal correctional facility
(19) The student recognizes the appropriate actions to take in emergency situations at a detention facility. The student is expected to:	(B) identify procedures for responding to events such as assaults, fires, medical emergencies, prisoner escapes, and hostage situations	(i) identify procedures for responding to events
(19) The student recognizes the appropriate actions to take in emergency situations at a detention facility. The student is expected to:	(C) recognize issues in dealing with disruptive inmates and groups	(i) recognize issues in dealing with disruptive inmates
(19) The student recognizes the appropriate actions to take in emergency situations at a detention facility. The student is expected to:	(C) recognize issues in dealing with disruptive inmates and groups	(ii) recognize issues in dealing with disruptive groups
(19) The student recognizes the appropriate actions to take in emergency situations at a detention facility. The student is expected to:	(D) identify procedures for escape attempts and escapes	(i) identify procedures for escape attempts
(19) The student recognizes the appropriate actions to take in emergency situations at a detention facility. The student is expected to:	(D) identify procedures for escape attempts and escapes	(ii) identify procedures for escapes
(20) The student identifies report-writing methods and courtroom procedures. The student is expected to:	(A) identify the process involved with writing reports	(i) identify the process involved with writing reports
(20) The student identifies report-writing methods and courtroom procedures. The student is expected to:	(B) identify appropriate courtroom attire and demeanor	(i) identify appropriate courtroom attire

Knowledge and Skill Statement	Student Expectation	Breakout
(20) The student identifies report-writing methods and courtroom procedures. The student is expected to:	(B) identify appropriate courtroom attire and demeanor	(ii) identify appropriate courtroom demeanor
(20) The student identifies report-writing methods and courtroom procedures. The student is expected to:	(C) recognize procedures for preparing for courtroom testimony	(i) recognize procedures for preparing for courtroom testimony
(21) The student evaluates situations requiring the use of force. The student is expected to:	(A) demonstrate the use of the force continuum in simulated situations requiring varied degrees of force	(i) demonstrate the use of the force continuum in simulated situations requiring varied degrees of force
(21) The student evaluates situations requiring the use of force. The student is expected to:	(B) explain the guidelines and restrictions imposed by state and federal governments related to the use of deadly force	(i) explain the guidelines imposed by state governments related to the use of deadly force
(21) The student evaluates situations requiring the use of force. The student is expected to:	(B) explain the guidelines and restrictions imposed by state and federal governments related to the use of deadly force	(ii) explain the guidelines imposed by federal governments related to the use of deadly force
(21) The student evaluates situations requiring the use of force. The student is expected to:	(B) explain the guidelines and restrictions imposed by state and federal governments related to the use of deadly force	(iii) explain the restrictions imposed by state governments related to the use of deadly force
(21) The student evaluates situations requiring the use of force. The student is expected to:	(B) explain the guidelines and restrictions imposed by state and federal governments related to the use of deadly force	(iv) explain the restrictions imposed by federal governments related to the use of deadly force

Knowledge and Skill Statement	Student Expectation	Breakout
<p>(22) The student analyzes procedures and protocols for self-defense in homeland security and protective services. The student is expected to demonstrate self-defense and defensive tactics such as ready stance and escort positions, strikes, kicks, punches, handcuffing, and searching.</p>	<p>[A] demonstrate self-defense and defensive tactics such as ready stance and escort positions, strikes, kicks, punches, handcuffing, and searching</p>	<p>(i) demonstrate self-defense tactics</p>
<p>(22) The student analyzes procedures and protocols for self-defense in homeland security and protective services. The student is expected to demonstrate self-defense and defensive tactics such as ready stance and escort positions, strikes, kicks, punches, handcuffing, and searching.</p>	<p>[A] demonstrate self-defense and defensive tactics such as ready stance and escort positions, strikes, kicks, punches, handcuffing, and searching</p>	<p>(ii) demonstrate defensive tactics</p>

Subject	Chapter 130. Career and Technical Education, Subchapter L. Law, Public Safety, Corrections, and Security
Course Title	§130.334. Firefighter I (Two Credits), Adopted 2015.
(a) General Requirements. This course is recommended for students in Grades 10-12. Recommended prerequisite: Principles of Law, Public Safety, Corrections, and Security. Students shall be awarded two credits for successful completion of this course.	
(b) Introduction.	
<p>(1) Career and technical education instruction provides content aligned with challenging academic standards and relevant technical knowledge and skills for students to further their education and succeed in current or emerging professions.</p> <p>(2) The Law, Public Safety, Corrections, and Security Career Cluster focuses on planning, managing, and providing legal services, public safety, protective services, and homeland security, including professional and technical support services.</p> <p>(3) Firefighter I introduces students to firefighter safety and development. Students will analyze Texas Commission on Fire Protection rules and regulations, proper incident reporting and records, proper use of personal protective equipment, and the principles of fire safety.</p> <p>(4) Students are encouraged to participate in extended learning experiences such as career and technical student organizations and other leadership or extracurricular organizations.</p> <p>(5) Statements that contain the word "including" reference content that must be mastered, while those containing the phrase "such as" are intended as possible illustrative examples.</p>	

(c) Knowledge and Skills.		
Knowledge and Skill Statement	Student Expectation	Breakout
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to achieve business and industry employability skills standards such as attendance, on-time arrival, meeting deadlines, working toward personal/team goals every day, and ethical use of technology.	[A] achieve business and industry employability skills standards such as attendance, on-time arrival, meeting deadlines, working toward personal/team goals every day, and ethical use of technology	(i) achieve business and industry employability skills standards
(2) The student uses communication skills as related to fire management. The student is expected to:	(A) demonstrate the use of speech and written communication platforms common to fire management services	(i) demonstrate the use of speech common to fire management services
(2) The student uses communication skills as related to fire management. The student is expected to:	(A) demonstrate the use of speech and written communication platforms common to fire management services	(ii) demonstrate the use of written communication platforms common to fire management services
(2) The student uses communication skills as related to fire management. The student is expected to:	(B) practice steps involved in using radio communication for fire management	(i) practice steps involved in using radio communication for fire management
(2) The student uses communication skills as related to fire management. The student is expected to:	(C) apply the Incident Command System to manage emergencies	(i) apply the Incident Command System to manage emergencies
(2) The student uses communication skills as related to fire management. The student is expected to:	(D) apply protocols in emergency management response when working at an accident scene	(i) apply protocols in emergency management response when working at an accident scene
(3) The student executes safety procedures and protocols associated with fire management services. The student is expected to:	(A) apply local, state, and federal regulations pertaining to safety issues	(i) apply local regulations pertaining to safety issues

Knowledge and Skill Statement	Student Expectation	Breakout
(3) The student executes safety procedures and protocols associated with fire management services. The student is expected to:	(A) apply local, state, and federal regulations pertaining to safety issues	(ii) apply state regulations pertaining to safety issues
(3) The student executes safety procedures and protocols associated with fire management services. The student is expected to:	(A) apply local, state, and federal regulations pertaining to safety issues	(iii) apply federal regulations pertaining to safety issues
(3) The student executes safety procedures and protocols associated with fire management services. The student is expected to:	(B) apply protocols for handling hazardous materials at the awareness level	(i) apply protocols for handling hazardous materials at the awareness level
(3) The student executes safety procedures and protocols associated with fire management services. The student is expected to:	(C) practice personal safety procedures	(i) practice personal safety procedures
(4) The student comprehends the steps to develop an institutional professional growth plan to develop team building and leadership skills common for fire management systems. The student is expected to:	(A) recognize techniques for functioning within a group environment	(i) recognize techniques for functioning within a group environment
(4) The student comprehends the steps to develop an institutional professional growth plan to develop team building and leadership skills common for fire management systems. The student is expected to:	(B) demonstrate model leadership within fire management	(i) demonstrate model leadership within fire management

Knowledge and Skill Statement	Student Expectation	Breakout
(5) The student applies laws, ordinances, regulations, and rules as defined by the Texas Commission on Fire Protection Certification Curriculum Manual to perform duties within a set of rules or protocols. The student is expected to:	(A) identify the correct laws and rules applicable to basic firefighter certification by the Texas Commission on Fire Protection	(i) identify the correct laws applicable to basic firefighter certification by the Texas Commission on Fire Protection
(5) The student applies laws, ordinances, regulations, and rules as defined by the Texas Commission on Fire Protection Certification Curriculum Manual to perform duties within a set of rules or protocols. The student is expected to:	(A) identify the correct laws and rules applicable to basic firefighter certification by the Texas Commission on Fire Protection	(ii) identify the correct rules applicable to basic firefighter certification by the Texas Commission on Fire Protection
(5) The student applies laws, ordinances, regulations, and rules as defined by the Texas Commission on Fire Protection Certification Curriculum Manual to perform duties within a set of rules or protocols. The student is expected to:	(B) review the Texas Commission on Fire Protection requirements for certification as a basic firefighter as stated in the Standards Manual for Fire Protection Personnel	(i) review the Texas Commission on Fire Protection requirements for certification as a basic firefighter as stated in the Standards Manual for Fire Protection Personnel
(5) The student applies laws, ordinances, regulations, and rules as defined by the Texas Commission on Fire Protection Certification Curriculum Manual to perform duties within a set of rules or protocols. The student is expected to:	(C) identify the various levels of firefighter certifications by the Texas Commission on Fire Protection as stated in the Standards Manual for Fire Protection Personnel	(i) identify the various levels of firefighter certifications by the Texas Commission on Fire Protection as stated in the Standards Manual for Fire Protection Personnel
(5) The student applies laws, ordinances, regulations, and rules as defined by the Texas Commission on Fire Protection Certification Curriculum Manual to perform duties within a set of rules or protocols. The student is expected to:	(D) identify the levels of instructor certification by the Texas Commission on Fire Protection as stated in the Standards Manual for Fire Protection Personnel	(i) identify the levels of instructor certification by the Texas Commission on Fire Protection as stated in the Standards Manual for Fire Protection Personnel

Knowledge and Skill Statement	Student Expectation	Breakout
(5) The student applies laws, ordinances, regulations, and rules as defined by the Texas Commission on Fire Protection Certification Curriculum Manual to perform duties within a set of rules or protocols. The student is expected to:	(E) describe responsibilities of a firefighter as required by the National Fire Protection Association 1500: Standard on Fire Department Occupational Safety and Health Program	(i) describe responsibilities of a firefighter as required by the National Fire Protection Association 1500: Standard on Fire Department Occupational Safety and Health Program
(6) The student describes the stages of a fire, the process of combustion, and the appropriate action to be taken for extinguishment. The student is expected to:	(A) describe the four products of combustion commonly found in structural fires that create a life hazard	(i) describe the four products of combustion commonly found in structural fires that create a life hazard
(6) The student describes the stages of a fire, the process of combustion, and the appropriate action to be taken for extinguishment. The student is expected to:	(B) define terms such as fire, flash point, ignition temperature, fire point, flammable (explosive) range, boiling point, oxidation, pyrolysis, reducing agent, vaporization, combustion, vapor density, and specific gravity	(i) define terms
(6) The student describes the stages of a fire, the process of combustion, and the appropriate action to be taken for extinguishment. The student is expected to:	(C) describe the process of thermal layering that occurs in structural fires and how to avoid disturbing the normal layering of heat	(i) describe the process of thermal layering that occurs in structural fires
(6) The student describes the stages of a fire, the process of combustion, and the appropriate action to be taken for extinguishment. The student is expected to:	(C) describe the process of thermal layering that occurs in structural fires and how to avoid disturbing the normal layering of heat	(ii) describe how to avoid disturbing the normal layering of heat
(6) The student describes the stages of a fire, the process of combustion, and the appropriate action to be taken for extinguishment. The student is expected to:	(D) define fire triangle and fire tetrahedron	(i) define fire triangle

Knowledge and Skill Statement	Student Expectation	Breakout
(6) The student describes the stages of a fire, the process of combustion, and the appropriate action to be taken for extinguishment. The student is expected to:	(D) define fire triangle and fire tetrahedron	(ii) define fire tetrahedron
(6) The student describes the stages of a fire, the process of combustion, and the appropriate action to be taken for extinguishment. The student is expected to:	(E) describe heat energy sources such as chemical, electrical, mechanical, and nuclear	(i) describe heat energy sources
(6) The student describes the stages of a fire, the process of combustion, and the appropriate action to be taken for extinguishment. The student is expected to:	(F) identify the stages of fire development	(i) identify the stages of fire development
(6) The student describes the stages of a fire, the process of combustion, and the appropriate action to be taken for extinguishment. The student is expected to:	(G) explain the special conditions that occur during a fire's growth such as flameover, rollover, flashover, thermal layering, and backdraft	(i) explain the special conditions that occur during a fire's growth
(6) The student describes the stages of a fire, the process of combustion, and the appropriate action to be taken for extinguishment. The student is expected to:	(H) identify the units of heat measurement and how to convert units	(i) identify the units of heat measurement
(6) The student describes the stages of a fire, the process of combustion, and the appropriate action to be taken for extinguishment. The student is expected to:	(H) identify the units of heat measurement and how to convert units	(ii) identify how to convert units [of heat measurement]
(7) The student describes the methods of heat transfer. The student is expected to:	(A) describe methods of heat transfer such as conduction, convection, and radiation	(i) describe methods of heat transfer

Knowledge and Skill Statement	Student Expectation	Breakout
(7) The student describes the methods of heat transfer. The student is expected to:	(B) describe examples of heat transfer in fire emergencies such as conduction, convection, and radiation	(i) describe examples of heat transfer in fire emergencies
(8) The student analyzes the physical states of matter in which fuels are commonly found. The student is expected to:	(A) describe the physical states of matter in which fuels are commonly found such as solid, liquid, and gaseous fuels	(i) describe the physical states of matter in which fuels are commonly found
(8) The student analyzes the physical states of matter in which fuels are commonly found. The student is expected to:	(B) explain terms related to the combustion process such as specific gravity, vapor density, and the theory of surface-to-mass ratio	(i) explain terms related to the combustion process
(8) The student analyzes the physical states of matter in which fuels are commonly found. The student is expected to:	(C) identify narcotic asphyxiant gases and irritants common in smoke	(i) identify narcotic asphyxiant gases common in smoke
(8) The student analyzes the physical states of matter in which fuels are commonly found. The student is expected to:	(C) identify narcotic asphyxiant gases and irritants common in smoke	(ii) identify irritants common in smoke
(9) The student comprehends the fire extinguishment theory. The student is expected to:	(A) describe the fire extinguishment theory	(i) describe the fire extinguishment theory
(9) The student comprehends the fire extinguishment theory. The student is expected to:	(B) analyze methods of extinguishment such as temperature reduction, fuel removal, oxygen exclusion, and inhibiting chemical reaction	(i) analyze methods of extinguishment

Knowledge and Skill Statement	Student Expectation	Breakout
(10) The student describes the characteristics of water as it relates to fire extinguishing potential. The student is expected to:	(A) explain the law of thermodynamics as it relates to specific heat, latent heat, and heat flow	(i) explain the law of thermodynamics as it relates to specific heat
(10) The student describes the characteristics of water as it relates to fire extinguishing potential. The student is expected to:	(A) explain the law of thermodynamics as it relates to specific heat, latent heat, and heat flow	(ii) explain the law of thermodynamics as it relates to latent heat
(10) The student describes the characteristics of water as it relates to fire extinguishing potential. The student is expected to:	(A) explain the law of thermodynamics as it relates to specific heat, latent heat, and heat flow	(iii) explain the law of thermodynamics as it relates to heat flow
(10) The student describes the characteristics of water as it relates to fire extinguishing potential. The student is expected to:	(B) compare the advantages and disadvantages of water as an extinguishing agent	(i) compare the advantages and disadvantages of water as an extinguishing agent
(11) The student analyzes the internal systems that sustain life in the human body and identifies the physical requirements of a self-contained breathing apparatus wearer. The student is expected to:	(A) describe the internal systems that sustain life in the human body such as the respiratory and cardiovascular systems	(i) describe the internal systems that sustain life in the human body
(11) The student analyzes the internal systems that sustain life in the human body and identifies the physical requirements of a self-contained breathing apparatus wearer. The student is expected to:	(B) describe the National Fire Protection Association standards applicable to the self-contained breathing apparatus	(i) describe the National Fire Protection Association standards applicable to the self-contained breathing apparatus
(11) The student analyzes the internal systems that sustain life in the human body and identifies the physical requirements of a self-contained breathing apparatus wearer. The student is expected to:	(C) identify the firefighter's physical requirements for wearing a self-contained breathing apparatus	(i) identify the firefighter's physical requirements for wearing a self-contained breathing apparatus

Knowledge and Skill Statement	Student Expectation	Breakout
(11) The student analyzes the internal systems that sustain life in the human body and identifies the physical requirements of a self-contained breathing apparatus wearer. The student is expected to:	(D) identify respiratory hazards during firefighting that require the use of respiratory protection	(i) identify respiratory hazards during firefighting that require the use of respiratory protection
(11) The student analyzes the internal systems that sustain life in the human body and identifies the physical requirements of a self-contained breathing apparatus wearer. The student is expected to:	(E) identify the different types of self-contained breathing apparatus	(i) identify the different types of self-contained breathing apparatus
(11) The student analyzes the internal systems that sustain life in the human body and identifies the physical requirements of a self-contained breathing apparatus wearer. The student is expected to:	(F) describe the safety features and function of the open circuit self-contained breathing apparatus	(i) describe the safety features of the open circuit self-contained breathing apparatus
(11) The student analyzes the internal systems that sustain life in the human body and identifies the physical requirements of a self-contained breathing apparatus wearer. The student is expected to:	(F) describe the safety features and function of the open circuit self-contained breathing apparatus	(ii) describe the function of the open circuit self-contained breathing apparatus
(12) The student demonstrates confidence in performing firefighting skills while wearing a self-contained breathing apparatus. The student is expected to:	(A) identify the safety requirements when using the self-contained breathing apparatus	(i) identify the safety requirements when using the self-contained breathing apparatus
(12) The student demonstrates confidence in performing firefighting skills while wearing a self-contained breathing apparatus. The student is expected to:	(B) describe how to calculate the air supply duration in the cylinder	(i) describe how to calculate the air supply duration in the cylinder

Knowledge and Skill Statement	Student Expectation	Breakout
(12) The student demonstrates confidence in performing firefighting skills while wearing a self-contained breathing apparatus. The student is expected to:	(C) describe the safety rules when wearing the self-contained breathing apparatus	(i) describe the safety rules when wearing the self-contained breathing apparatus
(12) The student demonstrates confidence in performing firefighting skills while wearing a self-contained breathing apparatus. The student is expected to:	(D) describe the uses and limitations of the self-contained breathing apparatus	(i) describe the uses of the self-contained breathing apparatus
(12) The student demonstrates confidence in performing firefighting skills while wearing a self-contained breathing apparatus. The student is expected to:	(D) describe the uses and limitations of the self-contained breathing apparatus	(ii) describe the limitations of the self-contained breathing apparatus
(12) The student demonstrates confidence in performing firefighting skills while wearing a self-contained breathing apparatus. The student is expected to:	(E) demonstrate the various methods of donning and doffing the self-contained breathing apparatus while wearing protective clothing	(i) demonstrate the various methods of donning the self-contained breathing apparatus while wearing protective clothing
(12) The student demonstrates confidence in performing firefighting skills while wearing a self-contained breathing apparatus. The student is expected to:	(E) demonstrate the various methods of donning and doffing the self-contained breathing apparatus while wearing protective clothing	(ii) demonstrate the various methods of doffing the self-contained breathing apparatus while wearing protective clothing
(12) The student demonstrates confidence in performing firefighting skills while wearing a self-contained breathing apparatus. The student is expected to:	(F) demonstrate the replacement of an expended cylinder on a self-contained breathing apparatus assembly with a full cylinder	(i) demonstrate the replacement of an expended cylinder on a self-contained breathing apparatus assembly with a full cylinder

Knowledge and Skill Statement	Student Expectation	Breakout
(12) The student demonstrates confidence in performing firefighting skills while wearing a self-contained breathing apparatus. The student is expected to:	(G) demonstrate rescue procedures without compromising the rescuer's respiratory protection such as rescuing a firefighter with functioning respiratory protection, a firefighter without functioning respiratory protection, or a civilian without respiratory protection	(i) demonstrate rescue procedures without compromising the rescuer's respiratory protection
(12) The student demonstrates confidence in performing firefighting skills while wearing a self-contained breathing apparatus. The student is expected to:	(H) perform firefighting skills while wearing the self-contained breathing apparatus with a fully charged cylinder	(i) perform firefighting skills while wearing the self-contained breathing apparatus with a fully charged cylinder
(12) The student demonstrates confidence in performing firefighting skills while wearing a self-contained breathing apparatus. The student is expected to:	(I) demonstrate the use of the self-contained breathing apparatus to manage a restricted passage in conditions of obscured visibility	(i) demonstrate the use of the self-contained breathing apparatus to manage a restricted passage in conditions of obscured visibility
(12) The student demonstrates confidence in performing firefighting skills while wearing a self-contained breathing apparatus. The student is expected to:	(J) demonstrate emergency procedures to be used in the event of failure of the self-contained breathing apparatus	(i) demonstrate emergency procedures to be used in the event of failure of the self-contained breathing apparatus
(13) The student demonstrates inspection, care, and testing procedures for the self-contained breathing apparatus. The student is expected to:	(A) document routine maintenance for the self-contained breathing apparatus	(i) document routine maintenance for the self-contained breathing apparatus
(13) The student demonstrates inspection, care, and testing procedures for the self-contained breathing apparatus. The student is expected to:	(B) describe the use of an air supply system for recharging an air cylinder and cylinder testing maintenance of a self-contained breathing apparatus	(i) describe the use of an air supply system for recharging an air cylinder of a self-contained breathing apparatus

Knowledge and Skill Statement	Student Expectation	Breakout
(13) The student demonstrates inspection, care, and testing procedures for the self-contained breathing apparatus. The student is expected to:	(B) describe the use of an air supply system for recharging an air cylinder and cylinder testing maintenance of a self-contained breathing apparatus	(ii) describe cylinder testing maintenance of a self-contained breathing apparatus
(14) The student identifies the types and components of fire service protective clothing and personal protective equipment. The student is expected to:	(A) identify the various types of fire service protective clothing	(i) identify the various types of fire service protective clothing
(14) The student identifies the types and components of fire service protective clothing and personal protective equipment. The student is expected to:	(B) identify the different components of structural firefighting protective equipment and their functions	(i) identify the different components of structural firefighting protective equipment
(14) The student identifies the types and components of fire service protective clothing and personal protective equipment. The student is expected to:	(B) identify the different components of structural firefighting protective equipment and their functions	(ii) identify functions [of structural firefighting protective equipment]
(14) The student identifies the types and components of fire service protective clothing and personal protective equipment. The student is expected to:	(C) demonstrate the correct procedures for inspection and maintenance of personal protective equipment	(i) demonstrate the correct procedures for inspection of personal protective equipment
(14) The student identifies the types and components of fire service protective clothing and personal protective equipment. The student is expected to:	(C) demonstrate the correct procedures for inspection and maintenance of personal protective equipment	(ii) demonstrate the correct procedures for maintenance of personal protective equipment
(14) The student identifies the types and components of fire service protective clothing and personal protective equipment. The student is expected to:	(D) describe the limitations of personal protective equipment in providing protection to firefighters	(i) describe the limitations of personal protective equipment in providing protection to firefighters

Knowledge and Skill Statement	Student Expectation	Breakout
(14) The student identifies the types and components of fire service protective clothing and personal protective equipment. The student is expected to:	(E) explain the physical limitations of a firefighter working in a personal protective ensemble	(i) explain the physical limitations of a firefighter working in a personal protective ensemble
(14) The student identifies the types and components of fire service protective clothing and personal protective equipment. The student is expected to:	(F) demonstrate the donning and doffing of personal protective equipment such as helmet with eye protection, hood, boots, gloves, protective coat and trousers, self-contained breathing apparatus, and personal alert safety system device	(i) demonstrate the donning of personal protective equipment
(14) The student identifies the types and components of fire service protective clothing and personal protective equipment. The student is expected to:	(F) demonstrate the donning and doffing of personal protective equipment such as helmet with eye protection, hood, boots, gloves, protective coat and trousers, self-contained breathing apparatus, and personal alert safety system device	(ii) demonstrate the doffing of personal protective equipment
(15) The student demonstrates the proper testing and operation of a personal alert safety system device. The student is expected to:	(A) explain the proper operation of a personal alert safety system	(i) explain the proper operation of a personal alert safety system
(15) The student demonstrates the proper testing and operation of a personal alert safety system device. The student is expected to:	(B) demonstrate the proper testing of a personal alert safety system	(i) demonstrate the proper testing of a personal alert safety system
(16) The student recognizes all aspects of the fire department organization. The student is expected to:	(A) identify aspects of the fire department organization	(i) identify aspects of the fire department organization
(16) The student recognizes all aspects of the fire department organization. The student is expected to:	(B) explain the firefighter's role as a member of the fire department	(i) explain the firefighter's role as a member of the fire department

Knowledge and Skill Statement	Student Expectation	Breakout
(16) The student recognizes all aspects of the fire department organization. The student is expected to:	(C) analyze the rules and regulations common to most fire departments	(i) analyze the rules and regulations common to most fire departments
(16) The student recognizes all aspects of the fire department organization. The student is expected to:	(D) identify the mission of the fire service and of the local fire department according to the authority having jurisdiction	(i) identify the mission of the fire service according to the authority having jurisdiction
(16) The student recognizes all aspects of the fire department organization. The student is expected to:	(D) identify the mission of the fire service and of the local fire department according to the authority having jurisdiction	(ii) identify the mission of the local fire department according to the authority having jurisdiction
(16) The student recognizes all aspects of the fire department organization. The student is expected to:	(E) describe the function of a standard operating system and the responsibilities of a firefighter relating to compliance with the provisions of occupational safety and health programs	(i) describe the function of a standard operating system
(16) The student recognizes all aspects of the fire department organization. The student is expected to:	(E) describe the function of a standard operating system and the responsibilities of a firefighter relating to compliance with the provisions of occupational safety and health programs	(ii) describe the responsibilities of a firefighter relating to compliance with the provisions of occupational safety and health programs
(16) The student recognizes all aspects of the fire department organization. The student is expected to:	(F) explain the components of a member assistance program	(i) explain the components of a member assistance program
(17) The student recognizes common types of accidents and injuries and their causes. The student is expected to:	(A) describe the elements of a personnel accountability system and the application of the system at an incident	(i) describe the elements of a personnel accountability system

Knowledge and Skill Statement	Student Expectation	Breakout
(17) The student recognizes common types of accidents and injuries and their causes. The student is expected to:	(A) describe the elements of a personnel accountability system and the application of the system at an incident	(ii) describe the application of the [personnel accountability] system at an incident
(17) The student recognizes common types of accidents and injuries and their causes. The student is expected to:	(B) identify potential long-term firefighter health considerations of exposure to products of combustion	(i) identify potential long-term firefighter health considerations of exposure to products of combustion
(17) The student recognizes common types of accidents and injuries and their causes. The student is expected to:	(C) identify common types of accidents or injuries such as those occurring at the emergency scene, responding to and returning from calls on fire apparatus, in personal vehicles, at the fire station, at other on-duty locations, and during training	(i) identify common types of accidents or injuries
(17) The student recognizes common types of accidents and injuries and their causes. The student is expected to:	(D) demonstrate techniques for action when trapped or disoriented in a fire situation or in a hostile environment	(i) demonstrate techniques for action when trapped or disoriented in a fire situation or in a hostile environment
(18) The student describes the handling of different types of accidents and hazards. The student is expected to:	(A) describe the procedures for terminating utility services to a building	(i) describe the procedures for terminating utility services to a building
(18) The student describes the handling of different types of accidents and hazards. The student is expected to:	(B) explain hazards that exist and describe procedures to be used in electrical emergencies	(i) explain hazards that exist in electrical emergencies
(18) The student describes the handling of different types of accidents and hazards. The student is expected to:	(B) explain hazards that exist and describe procedures to be used in electrical emergencies	(ii) describe procedures to be used in electrical emergencies

Knowledge and Skill Statement	Student Expectation	Breakout
(18) The student describes the handling of different types of accidents and hazards. The student is expected to:	(C) describe the safe handling and operation of hand and power tools	(i) describe the safe handling of hand tools
(18) The student describes the handling of different types of accidents and hazards. The student is expected to:	(C) describe the safe handling and operation of hand and power tools	(ii) describe the safe operation of hand tools
(18) The student describes the handling of different types of accidents and hazards. The student is expected to:	(C) describe the safe handling and operation of hand and power tools	(iii) describe the safe handling of power tools
(18) The student describes the handling of different types of accidents and hazards. The student is expected to:	(C) describe the safe handling and operation of hand and power tools	(iv) describe the safe operation of power tools
(18) The student describes the handling of different types of accidents and hazards. The student is expected to:	(D) describe safety procedures for fire service lighting equipment such as power supply (portable or mounted), lights, cords, and connectors	(i) describe safety procedures for fire service lighting equipment
(18) The student describes the handling of different types of accidents and hazards. The student is expected to:	(E) recognize the procedures for the use of safety equipment such as seat belts, ear protection, eye protection, and other safety equipment provided for protection while riding on apparatus	(i) recognize the procedures for the use of safety equipment
(19) The student identifies safety procedures for ensuring a safe environment. The student is expected to:	(A) identify protective equipment and describe its uses	(i) identify protective equipment

Knowledge and Skill Statement	Student Expectation	Breakout
(19) The student identifies safety procedures for ensuring a safe environment. The student is expected to:	(A) identify protective equipment and describe its uses	(ii) describe [protective equipment's] uses
(19) The student identifies safety procedures for ensuring a safe environment. The student is expected to:	(B) recognize traffic and scene control devices	(i) recognize traffic control devices
(19) The student identifies safety procedures for ensuring a safe environment. The student is expected to:	(B) recognize traffic and scene control devices	(ii) recognize scene control devices
(19) The student identifies safety procedures for ensuring a safe environment. The student is expected to:	(C) identify structure fire and roadway emergency scene potential hazards	(i) identify structure fire scene potential hazards
(19) The student identifies safety procedures for ensuring a safe environment. The student is expected to:	(C) identify structure fire and roadway emergency scene potential hazards	(ii) identify roadway emergency scene potential hazards
(19) The student identifies safety procedures for ensuring a safe environment. The student is expected to:	(D) describe solutions to mitigate potential hazards	(i) describe solutions to mitigate potential hazards
(19) The student identifies safety procedures for ensuring a safe environment. The student is expected to:	(E) describe procedures for safe operation at emergency scenes	(i) describe procedures for safe operation at emergency scenes

Subject	Chapter 130. Career and Technical Education, Subchapter L. Law, Public Safety, Corrections, and Security
Course Title	§130.335. Firefighter II (Three Credits), Adopted 2015.
(a) General Requirements. This course is recommended for students in Grades 11 and 12. Prerequisite: Firefighter I. Recommended prerequisite: Principles of Law, Public Safety, Corrections, and Security. Students shall be awarded three credits for successful completion of this course.	
(b) Introduction.	
<p>(1) Career and technical education instruction provides content aligned with challenging academic standards and relevant technical knowledge and skills for students to further their education and succeed in current or emerging professions.</p> <p>(2) The Law, Public Safety, Corrections, and Security Career Cluster focuses on planning, managing, and providing legal services, public safety, protective services, and homeland security, including professional and technical support services.</p> <p>(3) Firefighter II is the second course in a series for students studying firefighter safety and development. Students will understand Texas Commission on Fire Protection rules and regulations, proper incident reporting and records, proper use of personal protective equipment, and the principles of fire safety. Students will demonstrate proper use of fire extinguishers, ground ladders, fire hoses, and water supply apparatus systems.</p> <p>(4) Students are encouraged to participate in extended learning experiences such as career and technical student organizations and other leadership or extracurricular organizations.</p> <p>(5) Statements that contain the word "including" reference content that must be mastered, while those containing the phrase "such as" are intended as possible illustrative examples.</p>	

(c) Knowledge and Skills.		
Knowledge and Skill Statement	Student Expectation	Breakout
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to achieve business and industry employability skills standards such as attendance, on-time arrival, meeting deadlines, working toward personal/team goals every day, and ethical use of technology.	[A] achieve business and industry employability skills standards such as attendance, on-time arrival, meeting deadlines, working toward personal/team goals every day, and ethical use of technology	(i) achieve business and industry employability skills standards
(2) The student uses information technology applications as they pertain to fire management situations. The student is expected to:	(A) apply protocols for managing emergency situations using radio equipment, computer technology, and public address and warning systems	(i) apply protocols for managing emergency situations using radio equipment
(2) The student uses information technology applications as they pertain to fire management situations. The student is expected to:	(A) apply protocols for managing emergency situations using radio equipment, computer technology, and public address and warning systems	(ii) apply protocols for managing emergency situations using computer technology
(2) The student uses information technology applications as they pertain to fire management situations. The student is expected to:	(A) apply protocols for managing emergency situations using radio equipment, computer technology, and public address and warning systems	(iii) apply protocols for managing emergency situations using public address systems
(2) The student uses information technology applications as they pertain to fire management situations. The student is expected to:	(A) apply protocols for managing emergency situations using radio equipment, computer technology, and public address and warning systems	(iv) apply protocols for managing emergency situations using public warning systems
(2) The student uses information technology applications as they pertain to fire management situations. The student is expected to:	(B) demonstrate use of word-processing and spreadsheet software in fire management services	(i) demonstrate use of word-processing software in fire management services

Knowledge and Skill Statement	Student Expectation	Breakout
(2) The student uses information technology applications as they pertain to fire management situations. The student is expected to:	(B) demonstrate use of word-processing and spreadsheet software in fire management services	(ii) demonstrate use of spreadsheet software in fire management services
(3) The student evaluates behaviors, strategies, and protocols that demonstrate an understanding of duties while responding to a variety of emergency incidents. The student is expected to:	(A) identify response procedures to emergency incidents	(i) identify response procedures to emergency incidents
(3) The student evaluates behaviors, strategies, and protocols that demonstrate an understanding of duties while responding to a variety of emergency incidents. The student is expected to:	(B) apply response procedures to simulated emergency incidents	(ii) apply response procedures to simulated emergency incidents
(4) The student describes the characteristics and applications for the classes of extinguishers. The student is expected to:	(A) identify the classification of types of fires as they relate to the use of portable fire extinguishers and the materials involved in each class of fire	(i) identify the classification of types of fires as they relate to the use of portable fire extinguishers
(4) The student describes the characteristics and applications for the classes of extinguishers. The student is expected to:	(A) identify the classification of types of fires as they relate to the use of portable fire extinguishers and the materials involved in each class of fire	(ii) identify the classification of types of fires as they relate to the materials involved in each class of fire
(4) The student describes the characteristics and applications for the classes of extinguishers. The student is expected to:	(B) identify the appropriate fire extinguisher for each class of fire	(i) identify the appropriate fire extinguisher for each class of fire
(4) The student describes the characteristics and applications for the classes of extinguishers. The student is expected to:	(C) identify and describe fire extinguisher characteristics and operations	(i) identify fire extinguisher characteristics

Knowledge and Skill Statement	Student Expectation	Breakout
(4) The student describes the characteristics and applications for the classes of extinguishers. The student is expected to:	(C) identify and describe fire extinguisher characteristics and operations	(ii) identify fire extinguisher operations
(4) The student describes the characteristics and applications for the classes of extinguishers. The student is expected to:	(C) identify and describe fire extinguisher characteristics and operations	(iii) describe fire extinguisher characteristics
(4) The student describes the characteristics and applications for the classes of extinguishers. The student is expected to:	(C) identify and describe fire extinguisher characteristics and operations	(iv) describe fire extinguisher operations
(4) The student describes the characteristics and applications for the classes of extinguishers. The student is expected to:	(D) describe and demonstrate the operation of fire extinguishers using Pull Aim Squeeze Sweep (PASS)	(i) describe the operation of fire extinguishers using Pull Aim Squeeze Sweep (PASS)
(4) The student describes the characteristics and applications for the classes of extinguishers. The student is expected to:	(D) describe and demonstrate the operation of fire extinguishers using Pull Aim Squeeze Sweep (PASS)	(ii) demonstrate the operation of fire extinguishers using Pull Aim Squeeze Sweep (PASS)
(5) The student explains the purpose of the National Fire Protection Association standards applicable to fire service ground ladders. The student is expected to:	(A) identify the materials used in ladder construction and the features	(i) identify the materials used in ladder construction
(5) The student explains the purpose of the National Fire Protection Association standards applicable to fire service ground ladders. The student is expected to:	(A) identify the materials used in ladder construction and the features	(i) identify the features [of materials used in ladder construction]

Knowledge and Skill Statement	Student Expectation	Breakout
(5) The student explains the purpose of the National Fire Protection Association standards applicable to fire service ground ladders. The student is expected to:	(B) describe and demonstrate inspection and maintenance procedures for different types of ground ladders and describe procedures for conducting an annual service test on ground ladders	(i) describe inspection procedures for different types of ground ladders
(5) The student explains the purpose of the National Fire Protection Association standards applicable to fire service ground ladders. The student is expected to:	(B) describe and demonstrate inspection and maintenance procedures for different types of ground ladders and describe procedures for conducting an annual service test on ground ladders	(i) demonstrate inspection procedures for different types of ground ladders
(5) The student explains the purpose of the National Fire Protection Association standards applicable to fire service ground ladders. The student is expected to:	(B) describe and demonstrate inspection and maintenance procedures for different types of ground ladders and describe procedures for conducting an annual service test on ground ladders	(ii) describe maintenance procedures for different types of ground ladders
(5) The student explains the purpose of the National Fire Protection Association standards applicable to fire service ground ladders. The student is expected to:	(B) describe and demonstrate inspection and maintenance procedures for different types of ground ladders and describe procedures for conducting an annual service test on ground ladders	(iii) demonstrate maintenance procedures for different types of ground ladders
(5) The student explains the purpose of the National Fire Protection Association standards applicable to fire service ground ladders. The student is expected to:	(B) describe and demonstrate inspection and maintenance procedures for different types of ground ladders and describe procedures for conducting an annual service test on ground ladders	(iv) describe procedures for conducting an annual service test on ground ladders
(5) The student explains the purpose of the National Fire Protection Association standards applicable to fire service ground ladders. The student is expected to:	(C) identify the load capacities for ground ladders	(i) identify the load capacities for ground ladders

Knowledge and Skill Statement	Student Expectation	Breakout
(5) The student explains the purpose of the National Fire Protection Association standards applicable to fire service ground ladders. The student is expected to:	(D) identify and select a ladder for a given task	(i) identify a ladder for a given task
(5) The student explains the purpose of the National Fire Protection Association standards applicable to fire service ground ladders. The student is expected to:	(D) identify and select a ladder for a given task	(ii) select a ladder for a given task
(5) The student explains the purpose of the National Fire Protection Association standards applicable to fire service ground ladders. The student is expected to:	(E) demonstrate raising and positioning ground ladders	(i) demonstrate raising ground ladders
(5) The student explains the purpose of the National Fire Protection Association standards applicable to fire service ground ladders. The student is expected to:	(E) demonstrate raising and positioning ground ladders	(ii) demonstrate positioning ground ladders
(5) The student explains the purpose of the National Fire Protection Association standards applicable to fire service ground ladders. The student is expected to:	(F) describe and demonstrate securing a ladder	(i) describe securing a ladder
(5) The student explains the purpose of the National Fire Protection Association standards applicable to fire service ground ladders. The student is expected to:	(F) describe and demonstrate securing a ladder	(ii) demonstrate securing a ladder
(5) The student explains the purpose of the National Fire Protection Association standards applicable to fire service ground ladders. The student is expected to:	(G) explain and demonstrate proper ladder climbing techniques while transporting tools and equipment or assisting a person with a simulated injury	(i) explain proper ladder climbing techniques while transporting tools and equipment or assisting a person with a simulated injury

Knowledge and Skill Statement	Student Expectation	Breakout
(5) The student explains the purpose of the National Fire Protection Association standards applicable to fire service ground ladders. The student is expected to:	(H) demonstrate the deployment of a roof ladder on a pitched roof	(i) demonstrate the deployment of a roof ladder on a pitched roof
(6) The student describes the purpose of the National Fire Protection Association standards applicable to fire service hoses and reviews the procedures for care, maintenance, and inspection of fire hoses, couplings, nozzles, and water valves. The student is expected to:	(A) identify and describe the use and construction of fire hoses and couplings	(i) identify the use of fire hoses
(6) The student describes the purpose of the National Fire Protection Association standards applicable to fire service hoses and reviews the procedures for care, maintenance, and inspection of fire hoses, couplings, nozzles, and water valves. The student is expected to:	(A) identify and describe the use and construction of fire hoses and couplings	(ii) describe the use of fire hoses
(6) The student describes the purpose of the National Fire Protection Association standards applicable to fire service hoses and reviews the procedures for care, maintenance, and inspection of fire hoses, couplings, nozzles, and water valves. The student is expected to:	(A) identify and describe the use and construction of fire hoses and couplings	(iii) identify the construction of fire hoses
(6) The student describes the purpose of the National Fire Protection Association standards applicable to fire service hoses and reviews the procedures for care, maintenance, and inspection of fire hoses, couplings, nozzles, and water valves. The student is expected to:	(A) identify and describe the use and construction of fire hoses and couplings	(iv) describe the construction of fire hoses

Knowledge and Skill Statement	Student Expectation	Breakout
(6) The student describes the purpose of the National Fire Protection Association standards applicable to fire service hoses and reviews the procedures for care, maintenance, and inspection of fire hoses, couplings, nozzles, and water valves. The student is expected to:	(A) identify and describe the use and construction of fire hoses and couplings	(v) identify the use of couplings
(6) The student describes the purpose of the National Fire Protection Association standards applicable to fire service hoses and reviews the procedures for care, maintenance, and inspection of fire hoses, couplings, nozzles, and water valves. The student is expected to:	(A) identify and describe the use and construction of fire hoses and couplings	(vi) describe the use of couplings
(6) The student describes the purpose of the National Fire Protection Association standards applicable to fire service hoses and reviews the procedures for care, maintenance, and inspection of fire hoses, couplings, nozzles, and water valves. The student is expected to:	(A) identify and describe the use and construction of fire hoses and couplings	(vii) identify the construction of couplings
(6) The student describes the purpose of the National Fire Protection Association standards applicable to fire service hoses and reviews the procedures for care, maintenance, and inspection of fire hoses, couplings, nozzles, and water valves. The student is expected to:	(A) identify and describe the use and construction of fire hose and couplings	(viii) describe the construction of couplings
(6) The student describes the purpose of the National Fire Protection Association standards applicable to fire service hoses and reviews the procedures for care, maintenance, and inspection of fire hoses, couplings, nozzles, and water valves. The student is expected to:	(B) explain the application of each size and type of hose on a pumper as required to be carried by National Fire Protection Association 1901	(i) explain the application of each size of hose on a pumper as required to be carried by National Fire Protection Association 1901

Knowledge and Skill Statement	Student Expectation	Breakout
(6) The student describes the purpose of the National Fire Protection Association standards applicable to fire service hoses and reviews the procedures for care, maintenance, and inspection of fire hoses, couplings, nozzles, and water valves. The student is expected to:	(B) explain the application of each size and type of hose on a pumper as required to be carried by National Fire Protection Association 1901	(ii) explain the application of each type of hose on a pumper as required to be carried by National Fire Protection Association 1901
(6) The student describes the purpose of the National Fire Protection Association standards applicable to fire service hoses and reviews the procedures for care, maintenance, and inspection of fire hoses, couplings, nozzles, and water valves. The student is expected to:	(C) demonstrate the methods of connecting fire hose couplings	(i) demonstrate the methods of connecting fire hose couplings
(6) The student describes the purpose of the National Fire Protection Association standards applicable to fire service hoses and reviews the procedures for care, maintenance, and inspection of fire hoses, couplings, nozzles, and water valves. The student is expected to:	(D) demonstrate the one- and two-person methods of connecting, dismantling, and rolling various sizes of hose lines	(i) demonstrate the one-person method(s) of connecting various sizes of hose lines
(6) The student describes the purpose of the National Fire Protection Association standards applicable to fire service hoses and reviews the procedures for care, maintenance, and inspection of fire hoses, couplings, nozzles, and water valves. The student is expected to:	(D) demonstrate the one- and two-person methods of connecting, dismantling, and rolling various sizes of hose lines	(ii) demonstrate the one-person method(s) of dismantling various sizes of hose lines
(6) The student describes the purpose of the National Fire Protection Association standards applicable to fire service hoses and reviews the procedures for care, maintenance, and inspection of fire hoses, couplings, nozzles, and water valves. The student is expected to:	(D) demonstrate the one- and two-person methods of connecting, dismantling, and rolling various sizes of hose lines	(iii) demonstrate the one-person method(s) of rolling various sizes of hose lines

Knowledge and Skill Statement	Student Expectation	Breakout
(6) The student describes the purpose of the National Fire Protection Association standards applicable to fire service hoses and reviews the procedures for care, maintenance, and inspection of fire hoses, couplings, nozzles, and water valves. The student is expected to:	(D) demonstrate the one- and two-person methods of connecting, dismantling, and rolling various sizes of hose lines	(iv) demonstrate the two-person method(s) of connecting various sizes of hose lines
(6) The student describes the purpose of the National Fire Protection Association standards applicable to fire service hoses and reviews the procedures for care, maintenance, and inspection of fire hoses, couplings, nozzles, and water valves. The student is expected to:	(D) demonstrate the one- and two-person methods of connecting, dismantling, and rolling various sizes of hose lines	(v) demonstrate the two-person method(s) of dismantling various sizes of hose lines
(6) The student describes the purpose of the National Fire Protection Association standards applicable to fire service hoses and reviews the procedures for care, maintenance, and inspection of fire hoses, couplings, nozzles, and water valves. The student is expected to:	(D) demonstrate the one- and two-person methods of connecting, dismantling, and rolling various sizes of hose lines	(vi) demonstrate the two-person method(s) of rolling various sizes of hose lines
(6) The student describes the purpose of the National Fire Protection Association standards applicable to fire service hoses and reviews the procedures for care, maintenance, and inspection of fire hoses, couplings, nozzles, and water valves. The student is expected to:	(E) demonstrate advancing dry hose lines and charged attack lines of different sizes	(i) demonstrate advancing dry hose lines of different sizes
(6) The student describes the purpose of the National Fire Protection Association standards applicable to fire service hoses and reviews the procedures for care, maintenance, and inspection of fire hoses, couplings, nozzles, and water valves. The student is expected to:	(E) demonstrate advancing dry hose lines and charged attack lines of different sizes	(ii) demonstrate advancing charged attack lines of different sizes

Knowledge and Skill Statement	Student Expectation	Breakout
(6) The student describes the purpose of the National Fire Protection Association standards applicable to fire service hoses and reviews the procedures for care, maintenance, and inspection of fire hoses, couplings, nozzles, and water valves. The student is expected to:	(F) demonstrate methods of hose load finishes	(i) demonstrate methods of hose load finishes
(6) The student describes the purpose of the National Fire Protection Association standards applicable to fire service hoses and reviews the procedures for care, maintenance, and inspection of fire hoses, couplings, nozzles, and water valves. The student is expected to:	(G) describe and demonstrate extending a section of hose and replacing damaged sections of hose using proper safety equipment such as clothing for performing overhaul activities	(i) describe extending a section of hose using proper safety equipment
(6) The student describes the purpose of the National Fire Protection Association standards applicable to fire service hoses and reviews the procedures for care, maintenance, and inspection of fire hoses, couplings, nozzles, and water valves. The student is expected to:	(G) describe and demonstrate extending a section of hose and replacing damaged sections of hose using proper safety equipment such as clothing for performing overhaul activities	(ii) demonstrate extending a section of hose using proper safety equipment
(6) The student describes the purpose of the National Fire Protection Association standards applicable to fire service hoses and reviews the procedures for care, maintenance, and inspection of fire hoses, couplings, nozzles, and water valves. The student is expected to:	(G) describe and demonstrate extending a section of hose and replacing damaged sections of hose using proper safety equipment such as clothing for performing overhaul activities	(iii) describe replacing damaged sections of hose using proper safety equipment
(6) The student describes the purpose of the National Fire Protection Association standards applicable to fire service hoses and reviews the procedures for care, maintenance, and inspection of fire hoses, couplings, nozzles, and water valves. The student is expected to:	(G) describe and demonstrate extending a section of hose and replacing damaged sections of hose using proper safety equipment such as clothing for performing overhaul activities	(iv) demonstrate replacing damaged sections of hose using proper safety equipment

Knowledge and Skill Statement	Student Expectation	Breakout
(6) The student describes the purpose of the National Fire Protection Association standards applicable to fire service hoses and reviews the procedures for care, maintenance, and inspection of fire hoses, couplings, nozzles, and water valves. The student is expected to:	(H) describe the methods of washing and drying a fire hose	(i) describe the methods of washing a fire hose
(6) The student describes the purpose of the National Fire Protection Association standards applicable to fire service hoses and reviews the procedures for care, maintenance, and inspection of fire hoses, couplings, nozzles, and water valves. The student is expected to:	(H) describe the methods of washing and drying a fire hose	(ii) describe the methods of drying a fire hose
(7) The student explains requirements for the production of effective fire streams. The student is expected to:	(A) identify, define, and demonstrate characteristics of fire streams	(i) identify characteristics of fire streams
(7) The student explains requirements for the production of effective fire streams. The student is expected to:	(A) identify, define, and demonstrate characteristics of fire streams	(ii) define characteristics of fire streams
(7) The student explains requirements for the production of effective fire streams. The student is expected to:	(A) identify, define, and demonstrate characteristics of fire streams	(iii) demonstrate characteristics of fire streams
(7) The student explains requirements for the production of effective fire streams. The student is expected to:	(B) identify the type, design, operation, required nozzle pressure, and flow of a given selection of nozzles and tips	(i) identify the type of a given selection of nozzles

Knowledge and Skill Statement	Student Expectation	Breakout
(7) The student explains requirements for the production of effective fire streams. The student is expected to:	(B) identify the type, design, operation, required nozzle pressure, and flow of a given selection of nozzles and tips	(ii) identify the type of a given selection of tips
(7) The student explains requirements for the production of effective fire streams. The student is expected to:	(B) identify the type, design, operation, required nozzle pressure, and flow of a given selection of nozzles and tips	(iii) identify the design of a given selection of nozzles
(7) The student explains requirements for the production of effective fire streams. The student is expected to:	(B) identify the type, design, operation, required nozzle pressure, and flow of a given selection of nozzles and tips	(iv) identify the design of a given selection of tips
(7) The student explains requirements for the production of effective fire streams. The student is expected to:	(B) identify the type, design, operation, required nozzle pressure, and flow of a given selection of nozzles and tips	(v) identify the operation of a given selection of nozzles
(7) The student explains requirements for the production of effective fire streams. The student is expected to:	(B) identify the type, design, operation, required nozzle pressure, and flow of a given selection of nozzles and tips	(vi) identify the operation of a given selection of tips
(7) The student explains requirements for the production of effective fire streams. The student is expected to:	(B) identify the type, design, operation, required nozzle pressure, and flow of a given selection of nozzles and tips	(vii) identify the required nozzle pressure of a given selection of nozzles
(7) The student explains requirements for the production of effective fire streams. The student is expected to:	(B) identify the type, design, operation, required nozzle pressure, and flow of a given selection of nozzles and tips	(viii) identify the required nozzle pressure of a given selection of tips

Knowledge and Skill Statement	Student Expectation	Breakout
(7) The student explains requirements for the production of effective fire streams. The student is expected to:	(B) identify the type, design, operation, required nozzle pressure, and flow of a given selection of nozzles and tips	(ix) identify the flow of a given selection of nozzles
(7) The student explains requirements for the production of effective fire streams. The student is expected to:	(B) identify the type, design, operation, required nozzle pressure, and flow of a given selection of nozzles and tips	(x) identify the flow of a given selection of tips
(7) The student explains requirements for the production of effective fire streams. The student is expected to:	(C) demonstrate the proper use of nozzles, hose appliances, water valves, adapters, and tools	(i) demonstrate the proper use of nozzles
(7) The student explains requirements for the production of effective fire streams. The student is expected to:	(C) demonstrate the proper use of nozzles, hose appliances, water valves, adapters, and tools	(ii) demonstrate the proper use of hose appliances
(7) The student explains requirements for the production of effective fire streams. The student is expected to:	(C) demonstrate the proper use of nozzles, hose appliances, water valves, adapters, and tools	(iii) demonstrate the proper use of water valves
(7) The student explains requirements for the production of effective fire streams. The student is expected to:	(C) demonstrate the proper use of nozzles, hose appliances, water valves, adapters, and tools	(iv) demonstrate the proper use of adapters
(7) The student explains requirements for the production of effective fire streams. The student is expected to:	(C) demonstrate the proper use of nozzles, hose appliances, water valves, adapters, and tools	(v) demonstrate the proper use of tools

Knowledge and Skill Statement	Student Expectation	Breakout
(7) The student explains requirements for the production of effective fire streams. The student is expected to:	(D) identify various types of nozzles and their components	(i) identify various types of nozzles
(7) The student explains requirements for the production of effective fire streams. The student is expected to:	(D) identify various types of nozzles and their components	(ii) identify various types of [nozzle] components
(7) The student explains requirements for the production of effective fire streams. The student is expected to:	(E) identify terms relating to the principles of fire service hydraulics	(i) identify terms relating to the principles of fire service hydraulics
(8) The student identifies water supply sources and methods to move water from the supply source to the fire. The student is expected to:	(A) describe the operation of fire hydrants such as fully opened fire hydrants and closed fire hydrants	(i) describe the operation of fire hydrants
(8) The student identifies water supply sources and methods to move water from the supply source to the fire. The student is expected to:	(B) identify the National Fire Protection Association hydrant color code	(i) identify the National Fire Protection Association hydrant color code
(8) The student identifies water supply sources and methods to move water from the supply source to the fire. The student is expected to:	(C) describe making a hydrant-to-pumper connection	(i) describe making a hydrant-to-pumper connection
(8) The student identifies water supply sources and methods to move water from the supply source to the fire. The student is expected to:	(D) explain the hazards involved when the hydrant-to-pumper connection is not properly sealed	(i) explain the hazards involved when the hydrant-to-pumper connection is not properly sealed

Knowledge and Skill Statement	Student Expectation	Breakout
(8) The student identifies water supply sources and methods to move water from the supply source to the fire. The student is expected to:	(E) describe the apparatus, equipment, and appliances required to provide water at rural locations	(i) describe the apparatus required to provide water at rural locations
(8) The student identifies water supply sources and methods to move water from the supply source to the fire. The student is expected to:	(E) describe the apparatus, equipment, and appliances required to provide water at rural locations	(ii) describe the equipment required to provide water at rural locations
(8) The student identifies water supply sources and methods to move water from the supply source to the fire. The student is expected to:	(E) describe the apparatus, equipment, and appliances required to provide water at rural locations	(iii) describe the appliances required to provide water at rural locations
(9) The student explains the duties of a firefighter after a fire. The student is expected to:	(A) explain how debris is handled from fires, including house fires and chemical fires	(i) explain how debris is handled from fires, including house fires
(9) The student explains the duties of a firefighter after a fire. The student is expected to:	(A) explain how debris is handled from fires, including house fires and chemical fires	(ii) explain how debris is handled from fires, including chemical fires
(9) The student explains the duties of a firefighter after a fire. The student is expected to:	(B) describe the duties for gathering information that may lead to the determination of the fire cause	(i) describe the duties for gathering information that may lead to the determination of the fire cause
(9) The student explains the duties of a firefighter after a fire. The student is expected to:	(C) identify the proper procedure for restoration of the premises after a fire	(i) identify the proper procedure for restoration of the premises after a fire
(9) The student explains the duties of a firefighter after a fire. The student is expected to:	(D) describe the duties for fire and security surveillance during and after the fire	(i) describe the duties for fire surveillance during the fire

Knowledge and Skill Statement	Student Expectation	Breakout
(9) The student explains the duties of a firefighter after a fire. The student is expected to:	(D) describe the duties for fire and security surveillance during and after the fire	(ii) describe the duties for fire surveillance after the fire
(9) The student explains the duties of a firefighter after a fire. The student is expected to:	(D) describe the duties for fire and security surveillance during and after the fire	(iii) describe the duties for security surveillance during the fire
(9) The student explains the duties of a firefighter after a fire. The student is expected to:	(D) describe the duties for fire and security surveillance during and after the fire	(iv) describe the duties for security surveillance after the fire

Subject	Chapter 130. Career and Technical Education, Subchapter L. Law, Public Safety, Corrections, and Security
Course Title	§130.336. Law Enforcement I (One Credit), Adopted 2015.
<p>(a) General Requirements. This course is recommended for students in Grades 10-12. Recommended prerequisite: Principles of Law, Public Safety, Corrections, and Security. Students shall be awarded one credit for successful completion of this course.</p>	
<p>(b) Introduction.</p> <p>(1) Career and technical education instruction provides content aligned with challenging academic standards and relevant technical knowledge and skills for students to further their education and succeed in current or emerging professions.</p> <p>(2) The Law, Public Safety, Corrections, and Security Career Cluster focuses on planning, managing, and providing legal services, public safety, protective services, and homeland security, including professional and technical support services.</p> <p>(3) Law Enforcement I is an overview of the history, organization, and functions of local, state, and federal law enforcement. Students will understand the role of constitutional law at local, state, and federal levels; the U.S. legal system; criminal law; and law enforcement terminology and the classification and elements of crime.</p> <p>(4) Students are encouraged to participate in extended learning experiences such as career and technical student organizations and other leadership or extracurricular organizations.</p> <p>(5) Statements that contain the word "including" reference content that must be mastered, while those containing the phrase "such as" are intended as possible illustrative examples.</p>	

(c) Knowledge and Skills.		
Knowledge and Skill Statement	Student Expectation	Breakout
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to achieve business and industry employability skills standards such as attendance, on-time arrival, meeting deadlines, working toward personal/team goals every day, and ethical use of technology.	[A] achieve business and industry employability skills standards such as attendance, on-time arrival, meeting deadlines, working toward personal/team goals every day, and ethical use of technology.	(i) achieve business and industry employability skills standards
(2) The student explores the legal authorities pertaining to law enforcement officers' use of force. The student is expected to:	(A) identify key terminology relating to the use of force and explain the legal authorities and the justification for use of force	(i) identify key terminology relating to the use of force
(2) The student explores the legal authorities pertaining to law enforcement officers' use of force. The student is expected to:	(A) identify key terminology relating to the use of force and explain the legal authorities and the justification for use of force	(ii) explain the legal authorities [for use of force]
(2) The student explores the legal authorities pertaining to law enforcement officers' use of force. The student is expected to:	(A) identify key terminology relating to the use of force and explain the legal authorities and the justification for use of force	(iii) explain the justification for use of force
(2) The student explores the legal authorities pertaining to law enforcement officers' use of force. The student is expected to:	(B) analyze the deciding factors for use of force when effecting an arrest	(i) analyze the deciding factors for use of force when effecting an arrest
(2) The student explores the legal authorities pertaining to law enforcement officers' use of force. The student is expected to:	(C) analyze circumstances that are high risks for officers	(i) analyze circumstances that are high risks for officers

Knowledge and Skill Statement	Student Expectation	Breakout
(2) The student explores the legal authorities pertaining to law enforcement officers' use of force. The student is expected to:	(D) analyze various force options or alternatives to increase the student's awareness of various force options or alternatives available to peace officers	(i) analyze various force options or alternatives to increase the student's awareness of various force options or alternatives available to peace officers
(2) The student explores the legal authorities pertaining to law enforcement officers' use of force. The student is expected to:	(E) discuss force options available to peace officers	(i) discuss force options available to peace officers
(2) The student explores the legal authorities pertaining to law enforcement officers' use of force. The student is expected to:	(F) examine elements that an officer must recognize and control in every encounter	(i) examine elements that an officer must recognize in every encounter
(2) The student explores the legal authorities pertaining to law enforcement officers' use of force. The student is expected to:	(F) examine elements that an officer must recognize and control in every encounter	(ii) examine elements that an officer must control in every encounter
(3) The student uses verbal and nonverbal communication skills necessary for law enforcement. The student is expected to:	(A) relate the meaning of technical concepts and vocabulary associated with law enforcement	(i) relate the meaning of technical concepts associated with law enforcement
(3) The student uses verbal and nonverbal communication skills necessary for law enforcement. The student is expected to:	(A) relate the meaning of technical concepts and vocabulary associated with law enforcement	(ii) relate the meaning of technical vocabulary associated with law enforcement
(3) The student uses verbal and nonverbal communication skills necessary for law enforcement. The student is expected to:	(B) interpret facial expressions, voice quality and delivery, gestures, and body positioning as related to nonverbal communication	(i) interpret facial expressions as related to nonverbal communication

Knowledge and Skill Statement	Student Expectation	Breakout
(3) The student uses verbal and nonverbal communication skills necessary for law enforcement. The student is expected to:	(B) interpret facial expressions, voice quality and delivery, gestures, and body positioning as related to nonverbal communication	(ii) interpret voice quality and delivery as related to nonverbal communication
(3) The student uses verbal and nonverbal communication skills necessary for law enforcement. The student is expected to:	(B) interpret facial expressions, voice quality and delivery, gestures, and body positioning as related to nonverbal communication	(iv) interpret gestures as related to nonverbal communication
(3) The student uses verbal and nonverbal communication skills necessary for law enforcement. The student is expected to:	(B) interpret facial expressions, voice quality and delivery, gestures, and body positioning as related to nonverbal communication	(v) interpret body positioning as related to nonverbal communication
(3) The student uses verbal and nonverbal communication skills necessary for law enforcement. The student is expected to:	(C) interpret voice quality and delivery such as combination of pitch, tone, and wording	(i) interpret voice quality
(3) The student uses verbal and nonverbal communication skills necessary for law enforcement. The student is expected to:	(C) interpret voice quality and delivery such as combination of pitch, tone, and wording	(ii) interpret voice delivery
(3) The student uses verbal and nonverbal communication skills necessary for law enforcement. The student is expected to:	(D) recognize diversity in culture	(i) recognize diversity in culture
(3) The student uses verbal and nonverbal communication skills necessary for law enforcement. The student is expected to:	(E) employ active listening skills	(i) employ active listening skills

Knowledge and Skill Statement	Student Expectation	Breakout
(3) The student uses verbal and nonverbal communication skills necessary for law enforcement. The student is expected to:	(F) contribute to group discussions and meetings	(i) contribute to group discussions
(3) The student uses verbal and nonverbal communication skills necessary for law enforcement. The student is expected to:	(F) contribute to group discussions and meetings	(ii) contribute to group meetings
(4) The student demonstrates a working knowledge of the laws, methods, and techniques relative to accident investigation:	(A) produce a crash report involving two or more vehicles in an accident	(i) produce a crash report involving two or more vehicles in an accident
(4) The student demonstrates a working knowledge of the laws, methods, and techniques relative to accident investigation:	(B) apply laws associated with accident investigation	(i) apply laws associated with accident investigation
(4) The student demonstrates a working knowledge of the laws, methods, and techniques relative to accident investigation:	(C) research procedures for responding to an accident scene and how to maintain control of an accident scene	(i) research procedures for responding to an accident scene
(4) The student demonstrates a working knowledge of the laws, methods, and techniques relative to accident investigation:	(C) research procedures for responding to an accident scene and how to maintain control of an accident scene	(ii) research how to maintain control of an accident scene
(4) The student demonstrates a working knowledge of the laws, methods, and techniques relative to accident investigation:	(D) demonstrate how to maintain traffic control at an accident scene	(i) demonstrate how to maintain traffic control at an accident scene

Knowledge and Skill Statement	Student Expectation	Breakout
(5) The student understands ethical behavior standards required for law enforcement personnel. The student is expected to:	(A) explain the role of the U.S. Constitution in relation to the development and implementation of law enforcement	(i) explain the role of the U.S. Constitution in relation to the development of law enforcement
(5) The student understands ethical behavior standards required for law enforcement personnel. The student is expected to:	(A) explain the role of the U.S. Constitution in relation to the development and implementation of law enforcement	(ii) explain the role of the U.S. Constitution in relation to the implementation of law enforcement
(5) The student understands ethical behavior standards required for law enforcement personnel. The student is expected to:	(B) evaluate individual ethical behavior standards	(i) evaluate individual ethical behavior standards
(5) The student understands ethical behavior standards required for law enforcement personnel. The student is expected to:	(C) analyze legal and ethical behavior standards protecting citizens' constitutional rights	(i) analyze legal behavior standards protecting citizens' constitutional rights
(5) The student understands ethical behavior standards required for law enforcement personnel. The student is expected to:	(C) analyze legal and ethical behavior standards protecting citizens' constitutional rights	(ii) analyze ethical behavior standards protecting citizens' constitutional rights
(5) The student understands ethical behavior standards required for law enforcement personnel. The student is expected to:	(D) demonstrate strategies to enhance public trust	(i) demonstrate strategies to enhance public trust
(5) The student understands ethical behavior standards required for law enforcement personnel. The student is expected to:	(E) explain the mission of law enforcement in protecting a democratic society	(i) explain the mission of law enforcement in protecting a democratic society

Knowledge and Skill Statement	Student Expectation	Breakout
(6) The student explores the U.S. legal system and the requirements for law enforcement. The student is expected to:	(A) explain how citizens are protected by constitutional laws of local, state, and federal courts	(i) explain how citizens are protected by constitutional laws of local courts
(6) The student explores the U.S. legal system and the requirements for law enforcement. The student is expected to:	(A) explain how citizens are protected by constitutional laws of local, state, and federal courts	(ii) explain how citizens are protected by constitutional laws of state courts
(6) The student explores the U.S. legal system and the requirements for law enforcement. The student is expected to:	(A) explain how citizens are protected by constitutional laws of local, state, and federal courts	(iii) explain how citizens are protected by constitutional laws of federal courts
(6) The student explores the U.S. legal system and the requirements for law enforcement. The student is expected to:	(B) analyze the impact of Supreme Court decisions such as <i>Mapp v. Ohio</i> , <i>Terry v. Ohio</i> , and <i>Tennessee v. Garner</i>	(i) analyze the impact of Supreme Court decisions
(6) The student explores the U.S. legal system and the requirements for law enforcement. The student is expected to:	(C) analyze the similarities, differences, and interactions between local, state, and federal court systems	(i) analyze the similarities between local, state, and federal court systems
(6) The student explores the U.S. legal system and the requirements for law enforcement. The student is expected to:	(C) analyze the similarities, differences, and interactions between local, state, and federal court systems	(ii) analyze the differences between local, state, and federal court systems
(6) The student explores the U.S. legal system and the requirements for law enforcement. The student is expected to:	(C) analyze the similarities, differences, and interactions between local, state, and federal court systems	(iii) analyze the interactions between local, state, and federal court systems

Knowledge and Skill Statement	Student Expectation	Breakout
(6) The student explores the U.S. legal system and the requirements for law enforcement. The student is expected to:	(D) illustrate the progression of a case as it moves through local, state, and federal jurisdictions	(i) illustrate the progression of a case as it moves through local jurisdiction
(6) The student explores the U.S. legal system and the requirements for law enforcement. The student is expected to:	(D) illustrate the progression of a case as it moves through local, state, and federal jurisdictions	(ii) illustrate the progression of a case as it moves through state jurisdiction
(6) The student explores the U.S. legal system and the requirements for law enforcement. The student is expected to:	(D) illustrate the progression of a case as it moves through local, state, and federal jurisdictions	(iii) illustrate the progression of a case as it moves through federal jurisdiction
(6) The student explores the U.S. legal system and the requirements for law enforcement. The student is expected to:	(E) compare the characteristics of civil and criminal court systems	(i) compare the characteristics of civil and criminal court systems
(7) The student analyzes custody and interrogation as they relate to the U.S. Supreme court decision in <i>Miranda v. Arizona</i> . The student is expected to:	(A) demonstrate the application of the constitutional rights, using the Miranda warning requirements for both adult and juvenile suspects	(i) demonstrate the application of the constitutional rights, using the Miranda warning requirements for adult suspects
(7) The student analyzes custody and interrogation as they relate to the U.S. Supreme court decision in <i>Miranda v. Arizona</i> . The student is expected to:	(A) demonstrate the application of the constitutional rights, using the Miranda warning requirements for both adult and juvenile suspects	(ii) demonstrate the application of the constitutional rights, using the Miranda warning requirements for juvenile suspects
(7) The student analyzes custody and interrogation as they relate to the U.S. Supreme court decision in <i>Miranda v. Arizona</i> . The student is expected to:	(B) explain the additional requirements above the Miranda warnings for juvenile suspects, offenders, and witnesses	(i) explain the additional requirements above the Miranda warnings for juvenile suspects

Knowledge and Skill Statement	Student Expectation	Breakout
(7) The student analyzes custody and interrogation as they relate to the U.S. Supreme court decision in <i>Miranda v. Arizona</i> . The student is expected to:	(B) explain the additional requirements above the Miranda warnings for juvenile suspects, offenders, and witnesses	(ii) explain the additional requirements above the Miranda warnings for juvenile offenders
(7) The student analyzes custody and interrogation as they relate to the U.S. Supreme court decision in <i>Miranda v. Arizona</i> . The student is expected to:	(B) explain the additional requirements above the Miranda warnings for juvenile suspects, offenders, and witnesses	(iii) explain the additional requirements above the Miranda warnings for juvenile witnesses
(7) The student analyzes custody and interrogation as they relate to the U.S. Supreme court decision in <i>Miranda v. Arizona</i> . The student is expected to:	(C) demonstrate a non-custodial and custodial interview and interrogation	(i) demonstrate a non-custodial interview
(7) The student analyzes custody and interrogation as they relate to the U.S. Supreme court decision in <i>Miranda v. Arizona</i> . The student is expected to:	(C) demonstrate a non-custodial and custodial interview and interrogation	(ii) demonstrate a non-custodial interrogation
(7) The student analyzes custody and interrogation as they relate to the U.S. Supreme court decision in <i>Miranda v. Arizona</i> . The student is expected to:	(C) demonstrate a non-custodial and custodial interview and interrogation	(iii) demonstrate a custodial interview
(7) The student analyzes custody and interrogation as they relate to the U.S. Supreme court decision in <i>Miranda v. Arizona</i> . The student is expected to:	(C) demonstrate a non-custodial and custodial interview and interrogation	(iv) demonstrate a custodial interrogation
(8) The student analyzes procedural and substantive criminal law. The student is expected to:	(A) define crime categories and respective punishments according to the Texas Penal Code	(i) define crime categories according to the Texas Penal Code
(8) The student analyzes procedural and substantive criminal law. The student is expected to:	(A) define crime categories and respective punishments according to the Texas Penal Code	(ii) define punishments according to the Texas Penal Code

Knowledge and Skill Statement	Student Expectation	Breakout
(8) The student analyzes procedural and substantive criminal law. The student is expected to:	(B) analyze the elements of criminal acts according to Texas laws, including Alcoholic Beverage Code, Family Code, Penal Code, Health and Safety Code, and Criminal Code of Procedure	(i) analyze the elements of criminal acts according to Texas laws, including Alcoholic Beverage Code
(8) The student analyzes procedural and substantive criminal law. The student is expected to:	(B) analyze the elements of criminal acts according to Texas laws, including Alcoholic Beverage Code, Family Code, Penal Code, Health and Safety Code, and Criminal Code of Procedure	(ii) analyze the elements of criminal acts according to Texas laws, including Family Code
(8) The student analyzes procedural and substantive criminal law. The student is expected to:	(B) analyze the elements of criminal acts according to Texas laws, including Alcoholic Beverage Code, Family Code, Penal Code, Health and Safety Code, and Criminal Code of Procedure	(iii) analyze the elements of criminal acts according to Texas laws, including Penal Code
(8) The student analyzes procedural and substantive criminal law. The student is expected to:	(B) analyze the elements of criminal acts according to Texas laws, including Alcoholic Beverage Code, Family Code, Penal Code, Health and Safety Code, and Criminal Code of Procedure	(iv) analyze the elements of criminal acts according to Texas laws, including Health and Safety Code
(8) The student analyzes procedural and substantive criminal law. The student is expected to:	(B) analyze the elements of criminal acts according to Texas laws, including Alcoholic Beverage Code, Family Code, Penal Code, Health and Safety Code, and Criminal Code of Procedure	(v) analyze the elements of criminal acts according to Texas laws, including Criminal Code of Procedure
(8) The student analyzes procedural and substantive criminal law. The student is expected to:	(C) differentiate mala prohibita and mala in se	(i) differentiate mala prohibita and mala in se
(8) The student analyzes procedural and substantive criminal law. The student is expected to:	(D) analyze types of criminal defenses	(i) analyze types of criminal defenses

Knowledge and Skill Statement	Student Expectation	Breakout
(9) The student analyzes law related to victims and witnesses. The student is expected to:	(A) analyze the rights of victims of crimes and witnesses to crime laws such as the Victim and Witness Protection Act of 1982, the Victims of Crime Act of 1984, the Victim's Rights and Restitution Act, the Child Victims' Bill of Rights of 1990, and the Victim Rights Clarification Act of 1997	(i) analyze the rights of victims of crimes laws
(9) The student analyzes law related to victims and witnesses. The student is expected to:	(A) analyze the rights of victims of crimes and witnesses to crime laws such as the Victim and Witness Protection Act of 1982, the Victims of Crime Act of 1984, the Victim's Rights and Restitution Act, the Child Victims' Bill of Rights of 1990, and the Victim Rights Clarification Act of 1997	(ii) analyze the rights of witnesses to crime laws
(9) The student analyzes law related to victims and witnesses. The student is expected to:	(B) analyze the psychological, social, and economic impact of crime on the victim such as: (i) identifying the elements of a crisis reaction, the phases of a victim's reaction to a crime, the ripple effect of crime victimization, and crisis intervention; and (ii) identifying and discussing the potential for secondary victimization by the criminal justice system and how to avoid it	(i) analyze the psychological impact of crime on the victim
(9) The student analyzes law related to victims and witnesses. The student is expected to:	(B) analyze the psychological, social, and economic impact of crime on the victim such as: (i) identifying the elements of a crisis reaction, the phases of a victim's reaction to a crime, the ripple effect of crime victimization, and crisis intervention; and (ii) identifying and discussing the potential for secondary victimization by the criminal justice system and how to avoid it	(ii) analyze the social impact of crime on the victim

Knowledge and Skill Statement	Student Expectation	Breakout
(9) The student analyzes law related to victims and witnesses. The student is expected to:	(B) analyze the psychological, social, and economic impact of crime on the victim such as: (i) identifying the elements of a crisis reaction, the phases of a victim's reaction to a crime, the ripple effect of crime victimization, and crisis intervention; and (ii) identifying and discussing the potential for secondary victimization by the criminal justice system and how to avoid it	(iii) analyze the economic impact of crime on the victim
(9) The student analyzes law related to victims and witnesses. The student is expected to:	(C) identify statutory responsibilities relating to victims' rights such as: (i) identifying the legal basis of law enforcement's responsibilities to victims' rights (ii) summarizing legal requirement for providing victims written notice; and (iii) explaining rights granted to victims of crime	(i) identify statutory responsibilities relating to victims' rights
(10) The student executes protocols and procedures protecting the rights of juvenile offenders and victims. The student is expected to:	(A) discuss juvenile law as it relates to the steps in processing status offenses of juveniles	(i) discuss juvenile law as it relates to the steps in processing status offenses of juveniles
(10) The student executes protocols and procedures protecting the rights of juvenile offenders and victims. The student is expected to:	(B) demonstrate the procedure for holding conferences with juveniles and parents or guardians	(i) demonstrate the procedure for holding conferences with juveniles
(10) The student executes protocols and procedures protecting the rights of juvenile offenders and victims. The student is expected to:	(B) demonstrate the procedure for holding conferences with juveniles and parents or guardians	(ii) demonstrate the procedure for holding conferences with parents or guardians

Knowledge and Skill Statement	Student Expectation	Breakout
<p>(11) The student analyzes the steps in handling family violence calls involving Temporary Ex Parte Protective Orders, Protective Orders, and Magistrate's Orders for Emergency Protection and the procedures for responding to family violence. The student is expected to:</p>	<p>(A) understand the dynamics and legal issues of family violence and child abuse such as: (i) explaining common characteristics of family violence offenders and describing the cycle of abuse phases (ii) discussing the types of abuse often occurring in family violence incidences, explaining some barriers victims face when attempting to leave an abusive relationship; and (iii) defining terminology associated with family violence related to Texas Family Code, Title 4, for Protective Orders and Family Violence</p>	<p>(i) understand the dynamics of family violence</p>
<p>(11) The student analyzes the steps in handling family violence calls involving Temporary Ex Parte Protective Orders, Protective Orders, and Magistrate's Orders for Emergency Protection and the procedures for responding to family violence. The student is expected to:</p>	<p>(A) understand the dynamics and legal issues of family violence and child abuse such as: (i) explaining common characteristics of family violence offenders and describing the cycle of abuse phases (ii) discussing the types of abuse often occurring in family violence incidences, explaining some barriers victims face when attempting to leave an abusive relationship; and (iii) defining terminology associated with family violence related to Texas Family Code, Title 4, for Protective Orders and Family Violence</p>	<p>(ii) understand the dynamics of child abuse</p>

Knowledge and Skill Statement	Student Expectation	Breakout
<p>(11) The student analyzes the steps in handling family violence calls involving Temporary Ex Parte Protective Orders, Protective Orders, and Magistrate's Orders for Emergency Protection and the procedures for responding to family violence. The student is expected to:</p>	<p>(A) understand the dynamics and legal issues of family violence and child abuse such as: (i) explaining common characteristics of family violence offenders and describing the cycle of abuse phases (ii) discussing the types of abuse often occurring in family violence incidences, explaining some barriers victims face when attempting to leave an abusive relationship; and (iii) defining terminology associated with family violence related to Texas Family Code, Title 4, for Protective Orders and Family Violence</p>	<p>(iii) understand the legal issues of family violence</p>
<p>(11) The student analyzes the steps in handling family violence calls involving Temporary Ex Parte Protective Orders, Protective Orders, and Magistrate's Orders for Emergency Protection and the procedures for responding to family violence. The student is expected to:</p>	<p>(A) understand the dynamics and legal issues of family violence and child abuse such as: (i) explaining common characteristics of family violence offenders and describing the cycle of abuse phases (ii) discussing the types of abuse often occurring in family violence incidences, explaining some barriers victims face when attempting to leave an abusive relationship; and (iii) defining terminology associated with family violence related to Texas Family Code, Title 4, for Protective Orders and Family Violence</p>	<p>(iv) understand the legal issues of child abuse</p>

Knowledge and Skill Statement	Student Expectation	Breakout
<p>(11) The student analyzes the steps in handling family violence calls involving Temporary Ex Parte Protective Orders, Protective Orders, and Magistrate's Orders for Emergency Protection and the procedures for responding to family violence. The student is expected to:</p>	<p>(B) evaluate the recommended steps in handling family violence calls involving Temporary Ex Parte Protective Orders, protective orders, and Magistrate's Order for Emergency Protection such as: (i) identifying the legal requirements for investigation of domestic abuse and child abuse or neglect and medical treatment and examinations for both (ii) designing a plan on how to handle family violence situations and procedures for conducting preliminary investigations; and (iii) demonstrating how to provide and explain community resources and referrals to victims of family violence</p>	<p>(i) evaluate the recommended steps in handling family violence calls involving Temporary Ex Parte Protective Orders</p>
<p>(11) The student analyzes the steps in handling family violence calls involving Temporary Ex Parte Protective Orders, Protective Orders, and Magistrate's Orders for Emergency Protection and the procedures for responding to family violence. The student is expected to:</p>	<p>(B) evaluate the recommended steps in handling family violence calls involving Temporary Ex Parte Protective Orders, protective orders, and Magistrate's Order for Emergency Protection such as: (i) identifying the legal requirements for investigation of domestic abuse and child abuse or neglect and medical treatment and examinations for both (ii) designing a plan on how to handle family violence situations and procedures for conducting preliminary investigations (iii) demonstrating how to provide and explain community resources and referrals to victims of family violence</p>	<p>(ii) evaluate the recommended steps in handling family violence calls involving protective orders</p>

Knowledge and Skill Statement	Student Expectation	Breakout
<p>(11) The student analyzes the steps in handling family violence calls involving Temporary Ex Parte Protective Orders, Protective Orders, and Magistrate's Orders for Emergency Protection and the procedures for responding to family violence. The student is expected to:</p>	<p>(B) evaluate the recommended steps in handling family violence calls involving Temporary Ex Parte Protective Orders, protective orders, and Magistrate's Order for Emergency Protection such as: (i) identifying the legal requirements for investigation of domestic abuse and child abuse or neglect and medical treatment and examinations for both (ii) designing a plan on how to handle family violence situations and procedures for conducting preliminary investigations (iii) demonstrating how to provide and explain community resources and referrals to victims of family violence</p>	<p>(iii) evaluate the recommended steps in handling family violence calls involving Magistrate's Order for Emergency Protection</p>
<p>(12) The student explains laws associated with the Texas Health and Safety Code. The student is expected to:</p>	<p>(A) identify current commonly abused drugs in society</p>	<p>(i) identify current commonly abused drugs in society</p>
<p>(12) The student explains laws associated with the Texas Health and Safety Code. The student is expected to:</p>	<p>(B) research the effects of substances as it applies to the Texas Health and Safety Code</p>	<p>(i) research the effects of substances as it applies to the Texas Health and Safety Code</p>
<p>(12) The student explains laws associated with the Texas Health and Safety Code. The student is expected to:</p>	<p>(C) summarize the procedures for handling drugs, dangerous drugs, and controlled substances</p>	<p>(i) summarize the procedures for handling drugs</p>
<p>(12) The student explains laws associated with the Texas Health and Safety Code. The student is expected to:</p>	<p>(C) summarize the procedures for handling drugs, dangerous drugs, and controlled substances</p>	<p>(ii) summarize the procedures for handling dangerous drugs</p>

Knowledge and Skill Statement	Student Expectation	Breakout
(12) The student explains laws associated with the Texas Health and Safety Code. The student is expected to:	(C) summarize the procedures for handling drugs, dangerous drugs, and controlled substances	(iii) summarize the procedures for handling controlled substances
(13) The student summarizes the philosophy and concepts that influence the development and implementation of a community-oriented police program. The student is expected to:	(A) define community-oriented policing	(i) define community-oriented policing
(13) The student summarizes the philosophy and concepts that influence the development and implementation of a community-oriented police program. The student is expected to:	(B) evaluate the skills needed to be a successful community-oriented police officer	(i) evaluate the skills needed to be a successful community-oriented police officer
(14) The student uses field note-taking and report-writing skills to complete a police call sheet, an incident report, and a supplemental report. The student is expected to:	(A) describe the components of a police call sheet, an incident report, and a supplemental report	(i) describe the components of a police call sheet
(14) The student uses field note-taking and report-writing skills to complete a police call sheet, an incident report, and a supplemental report. The student is expected to:	(A) describe the components of a police call sheet, an incident report, and a supplemental report	(ii) describe the components of an incident report
(14) The student uses field note-taking and report-writing skills to complete a police call sheet, an incident report, and a supplemental report. The student is expected to:	(A) describe the components of a police call sheet, an incident report, and a supplemental report	(iii) describe the components of supplemental report

Knowledge and Skill Statement	Student Expectation	Breakout
(14) The student uses field note-taking and report-writing skills to complete a police call sheet, an incident report, and a supplemental report. The student is expected to:	(B) explain why a police call sheet, an incident report, and a supplemental report are legal documents	(i) explain why a police call sheet [is a] legal document
(14) The student uses field note-taking and report-writing skills to complete a police call sheet, an incident report, and a supplemental report. The student is expected to:	(B) explain why a police call sheet, an incident report, and a supplemental report are legal documents	(ii) explain why an incident report [is a] legal document
(14) The student uses field note-taking and report-writing skills to complete a police call sheet, an incident report, and a supplemental report. The student is expected to:	(B) explain why a police call sheet, an incident report, and a supplemental report are legal documents	(iii) explain why a supplemental report [is a] legal document
(14) The student uses field note-taking and report-writing skills to complete a police call sheet, an incident report, and a supplemental report. The student is expected to:	(C) demonstrate obtaining the appropriate information for a police call sheet, an incident report, and a supplemental report	(i) demonstrate obtaining the appropriate information for a police call sheet
(14) The student uses field note-taking and report-writing skills to complete a police call sheet, an incident report, and a supplemental report. The student is expected to:	(C) demonstrate obtaining the appropriate information for a police call sheet, an incident report, and a supplemental report	(ii) demonstrate obtaining the appropriate information for an incident report
(14) The student uses field note-taking and report-writing skills to complete a police call sheet, an incident report, and a supplemental report. The student is expected to:	(C) demonstrate obtaining the appropriate information for a police call sheet, an incident report, and a supplemental report	(iii) demonstrate obtaining the appropriate information for a supplemental report

Knowledge and Skill Statement	Student Expectation	Breakout
(14) The student uses field note-taking and report-writing skills to complete a police call sheet, an incident report, and a supplemental report. The student is expected to:	(D) write a police call sheet, an incident report, and a supplemental report using clear, concise, and legible entries	(i) write a police call sheet using clear, concise, and legible entries
(14) The student uses field note-taking and report-writing skills to complete a police call sheet, an incident report, and a supplemental report. The student is expected to:	(D) write a police call sheet, an incident report, and a supplemental report using clear, concise, and legible entries	(ii) write an incident report using clear, concise, and legible entries
(14) The student uses field note-taking and report-writing skills to complete a police call sheet, an incident report, and a supplemental report. The student is expected to:	(D) write a police call sheet, an incident report, and a supplemental report using clear, concise, and legible entries	(iii) write a supplemental report using clear, concise, and legible entries
(15) The student analyzes reasonable suspicion and probable cause for motor vehicle traffic stops. The student is expected to:	(A) apply techniques used to assess risk in vehicle stops	(i) apply techniques used to assess risk in vehicle stops
(15) The student analyzes reasonable suspicion and probable cause for motor vehicle traffic stops. The student is expected to:	(B) understand and analyze traffic laws contained in the Texas Transportation Code and their applications	(i) understand traffic laws contained in the Texas Transportation Code
(15) The student analyzes reasonable suspicion and probable cause for motor vehicle traffic stops. The student is expected to:	(B) understand and analyze traffic laws contained in the Texas Transportation Code and their applications	(ii) understand [traffic laws'] applications
(15) The student analyzes reasonable suspicion and probable cause for motor vehicle traffic stops. The student is expected to:	(B) understand and analyze traffic laws contained in the Texas Transportation Code and their applications	(iii) analyze traffic laws contained in the Texas Transportation Code

Knowledge and Skill Statement	Student Expectation	Breakout
(15) The student analyzes reasonable suspicion and probable cause for motor vehicle traffic stops. The student is expected to:	(B) understand and analyze traffic laws contained in the Texas Transportation Code and their applications	(iv) analyze [traffic laws'] applications
(15) The student analyzes reasonable suspicion and probable cause for motor vehicle traffic stops. The student is expected to:	(C) execute a simulated misdemeanor traffic stop using the seven-step violator contact method	(i) execute a simulated misdemeanor traffic stop using the seven-step violator contact method
(15) The student analyzes reasonable suspicion and probable cause for motor vehicle traffic stops. The student is expected to:	(D) execute a simulated felony traffic stop with one and two patrol units	(i) execute a simulated felony traffic stop with one patrol unit
(15) The student analyzes reasonable suspicion and probable cause for motor vehicle traffic stops. The student is expected to:	(D) execute a simulated felony traffic stop with one and two patrol units	(ii) execute a simulated felony traffic stop with two patrol units
(15) The student analyzes reasonable suspicion and probable cause for motor vehicle traffic stops. The student is expected to:	(E) identify if a traffic law has been violated according to the Texas Transportation Code regarding a driving situation	(i) identify if a traffic law has been violated according to the Texas Transportation Code regarding a driving situation
(15) The student analyzes reasonable suspicion and probable cause for motor vehicle traffic stops. The student is expected to:	(F) identify the regulations relating to arrest, charging procedures, notices, and promises to appear	(i) identify the regulations relating to arrest
(15) The student analyzes reasonable suspicion and probable cause for motor vehicle traffic stops. The student is expected to:	(F) identify the regulations relating to arrest, charging procedures, notices, and promises to appear	(ii) identify the regulations relating to charging procedures

Knowledge and Skill Statement	Student Expectation	Breakout
(15) The student analyzes reasonable suspicion and probable cause for motor vehicle traffic stops. The student is expected to:	(F) identify the regulations relating to arrest, charging procedures, notices, and promises to appear	(iii) identify the regulations relating to notices
(15) The student analyzes reasonable suspicion and probable cause for motor vehicle traffic stops. The student is expected to:	(F) identify the regulations relating to arrest, charging procedures, notices, and promises to appear	(iv) identify the regulations relating to promises to appear
(16) The student employs procedures to protect, document, and process a crime scene. The student is expected to:	(A) demonstrate how to lift and preserve developed latent prints from a simulated crime scene	(i) demonstrate how to lift developed latent prints from a simulated crime scene
(16) The student employs procedures to protect, document, and process a crime scene. The student is expected to:	(A) demonstrate how to lift and preserve developed latent prints from a simulated crime scene	(ii) demonstrate how to preserve developed latent prints from a simulated crime scene
(16) The student employs procedures to protect, document, and process a crime scene. The student is expected to:	(B) demonstrate how to photograph, sketch, search, collect, document, and protect the crime scene area for further investigation	(i) demonstrate how to photograph the crime scene area
(16) The student employs procedures to protect, document, and process a crime scene. The student is expected to:	(B) demonstrate how to photograph, sketch, search, collect, document, and protect the crime scene area for further investigation	(ii) demonstrate how to sketch the crime scene area
(16) The student employs procedures to protect, document, and process a crime scene. The student is expected to:	(B) demonstrate how to photograph, sketch, search, collect, document, and protect the crime scene area for further investigation	(iii) demonstrate how to search the crime scene area

Knowledge and Skill Statement	Student Expectation	Breakout
(16) The student employs procedures to protect, document, and process a crime scene. The student is expected to:	(B) demonstrate how to photograph, sketch, search, collect, document, and protect the crime scene area for further investigation	(iv) demonstrate how to collect the crime scene area
(16) The student employs procedures to protect, document, and process a crime scene. The student is expected to:	(B) demonstrate how to photograph, sketch, search, collect, document, and protect the crime scene area for further investigation	(v) demonstrate how to document the crime scene area
(16) The student employs procedures to protect, document, and process a crime scene. The student is expected to:	(B) demonstrate how to photograph, sketch, search, collect, document, and protect the crime scene area for further investigation	(vi) demonstrate how to protect the crime scene area for further investigation
(17) The student demonstrates and applies a working knowledge of the detection, apprehension, and arrest of an intoxicated driver. The student is expected to:	(A) explain the laws related to driving while intoxicated and related offenses	(i) explain the laws related to driving while intoxicated
(17) The student demonstrates and applies a working knowledge of the detection, apprehension, and arrest of an intoxicated driver. The student is expected to:	(A) explain the laws related to driving while intoxicated and related offenses	(ii) explain the laws related to [DWI] related offenses
(17) The student demonstrates and applies a working knowledge of the detection, apprehension, and arrest of an intoxicated driver. The student is expected to:	(B) discuss the development of "reasonable suspicion" for the intoxicated driver stop and temporary detention	(i) discuss the development of "reasonable suspicion" for the intoxicated driver stop
(17) The student demonstrates and applies a working knowledge of the detection, apprehension, and arrest of an intoxicated driver. The student is expected to:	(B) discuss the development of "reasonable suspicion" for the intoxicated driver stop and temporary detention	(ii) discuss the development of "reasonable suspicion" for the intoxicated driver temporary detention

Knowledge and Skill Statement	Student Expectation	Breakout
(18) The student demonstrates a working knowledge of a tactical entry into a residence and building safely. The student is expected to:	(A) describe techniques officers can use to safely approach a residence or building	(i) describe techniques officers can use to safely approach a residence or building
(18) The student demonstrates a working knowledge of a tactical entry into a residence and building safely. The student is expected to:	(B) explain techniques to safely enter and search a residence or building	(i) explain techniques to safely enter a residence or building
(18) The student demonstrates a working knowledge of a tactical entry into a residence and building safely. The student is expected to:	(B) explain techniques to safely enter and search a residence or building	(ii) explain techniques to safely search a residence or building
(18) The student demonstrates a working knowledge of a tactical entry into a residence and building safely. The student is expected to:	(C) demonstrate the correct techniques for entering a doorway and searching a room(s)	(i) demonstrate the correct techniques for entering a doorway
(18) The student demonstrates a working knowledge of a tactical entry into a residence and building safely. The student is expected to:	(C) demonstrate the correct techniques for entering a doorway and searching a room(s)	(ii) demonstrate the correct techniques for searching a room(s)
(18) The student demonstrates a working knowledge of a tactical entry into a residence and building safely. The student is expected to:	(D) demonstrate methods for clearing buildings or residences and techniques used when suspects are found inside a building or residence	(i) demonstrate methods for clearing buildings or residences
(18) The student demonstrates a working knowledge of a tactical entry into a residence and building safely. The student is expected to:	(D) demonstrate methods for clearing buildings or residences and techniques used when suspects are found inside a building or residence	(ii) demonstrate techniques used when suspects are found inside a building or residence

Subject	Chapter 130. Career and Technical Education, Subchapter L. Law, Public Safety, Corrections, and Security
Course Title	§130.337. Law Enforcement II (One Credit), Adopted 2015.
<p>(a) General Requirements. This course is recommended for students in Grades 10-12. Recommended prerequisite: Law Enforcement I. Students shall be awarded one credit for successful completion of this course.</p>	
<p>(b) Introduction.</p>	
<p>(1) Career and technical education instruction provides content aligned with challenging academic standards and relevant technical knowledge and skills for students to further their education and succeed in current or emerging professions.</p> <p>(2) The Law, Public Safety, Corrections, and Security Career Cluster focuses on planning, managing, and providing legal services, public safety, protective services, and homeland security, including professional and technical support services.</p> <p>(3) Law Enforcement II provides the knowledge and skills necessary to prepare for a career in law enforcement. Students will understand ethical and legal responsibilities, patrol procedures, first responder roles, telecommunications, emergency equipment operations, and courtroom testimony.</p> <p>(4) Students are encouraged to participate in extended learning experiences such as career and technical student organizations and other leadership or extracurricular organizations.</p> <p>(5) Statements that contain the word "including" reference content that must be mastered, while those containing the phrase "such as" are intended as possible illustrative examples.</p>	

(c) Knowledge and Skills.		
Knowledge and Skill Statement	Student Expectation	Breakout
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to achieve business and industry employability skills standards such as attendance, on-time arrival, meeting deadlines, working toward personal/team goals every day, and ethical use of technology.	[A] achieve business and industry employability skills standards such as attendance, on-time arrival, meeting deadlines, working toward personal/team goals every day, and ethical use of technology	(i) achieve business and industry employability skills standards
(2) The student achieves the academic knowledge and skills required to prepare for postsecondary education and a career in law enforcement. The student is expected to:	(A) demonstrate the use of communication skills to evaluate body language, gestures, verbal tone, and inflection	(i) demonstrate the use of communication skills to evaluate body language
(2) The student achieves the academic knowledge and skills required to prepare for postsecondary education and a career in law enforcement. The student is expected to:	(A) demonstrate the use of communication skills to evaluate body language, gestures, verbal tone, and inflection	(ii) demonstrate the use of communication skills to evaluate gestures
(2) The student achieves the academic knowledge and skills required to prepare for postsecondary education and a career in law enforcement. The student is expected to:	(A) demonstrate the use of communication skills to evaluate body language, gestures, verbal tone, and inflection	(iii) demonstrate the use of communication skills to evaluate verbal tone
(2) The student achieves the academic knowledge and skills required to prepare for postsecondary education and a career in law enforcement. The student is expected to:	(A) demonstrate the use of communication skills to evaluate body language, gestures, verbal tone, and inflection	(iv) demonstrate the use of communication skills to evaluate inflection

Knowledge and Skill Statement	Student Expectation	Breakout
(2) The student achieves the academic knowledge and skills required to prepare for postsecondary education and a career in law enforcement. The student is expected to:	(B) apply interpersonal communication skills	(i) apply interpersonal communication skills
(2) The student achieves the academic knowledge and skills required to prepare for postsecondary education and a career in law enforcement. The student is expected to:	(C) apply writing skills to facilitate effective field note taking and report writing such as police incident reports	(i) apply writing skills to facilitate effective field note taking
(2) The student achieves the academic knowledge and skills required to prepare for postsecondary education and a career in law enforcement. The student is expected to:	(C) apply writing skills to facilitate effective field note taking and report writing such as police incident reports	(ii) apply writing skills to facilitate effective report writing
(2) The student achieves the academic knowledge and skills required to prepare for postsecondary education and a career in law enforcement. The student is expected to:	(D) create various scenarios that use patrol tactics to effect an arrest	(i) create various scenarios that use patrol tactics to effect an arrest
(2) The student achieves the academic knowledge and skills required to prepare for postsecondary education and a career in law enforcement. The student is expected to:	(E) demonstrate appropriate use of law, public safety, corrections, and security terminology	(i) demonstrate appropriate use of law terminology
(2) The student achieves the academic knowledge and skills required to prepare for postsecondary education and a career in law enforcement. The student is expected to:	(E) demonstrate appropriate use of law, public safety, corrections, and security terminology	(ii) demonstrate appropriate use of public safety terminology

Knowledge and Skill Statement	Student Expectation	Breakout
(2) The student achieves the academic knowledge and skills required to prepare for postsecondary education and a career in law enforcement. The student is expected to:	(E) demonstrate appropriate use of law, public safety, corrections, and security terminology	(iii) demonstrate appropriate use of corrections terminology
(2) The student achieves the academic knowledge and skills required to prepare for postsecondary education and a career in law enforcement. The student is expected to:	(E) demonstrate appropriate use of law, public safety, corrections, and security terminology	(iv) demonstrate appropriate use of security terminology
(3) The student uses telecommunications equipment. The student is expected to:	(A) support the use of telecommunication mobile, handheld radio systems and current technology	(i) support the use of telecommunication mobile systems
(3) The student uses telecommunications equipment. The student is expected to:	(A) support the use of telecommunication mobile, handheld radio systems, and current technology	(ii) support the use of handheld radio systems
(3) The student uses telecommunications equipment. The student is expected to:	(A) support the use of telecommunication mobile, handheld radio systems, and current technology	(iii) support the use of current technology
(3) The student uses telecommunications equipment. The student is expected to:	(B) formulate simulated radio communications using phonetic alphabet and common terminology	(i) formulate simulated radio communications using phonetic alphabet
(3) The student uses telecommunications equipment. The student is expected to:	(B) formulate simulated radio communications using phonetic alphabet and common terminology	(ii) formulate simulated radio communications using common terminology
(3) The student uses telecommunications equipment. The student is expected to:	(C) conduct simulated radio and data communications using mobile data computer and handheld radios	(i) conduct simulated radio communications using mobile data computer[s]

Knowledge and Skill Statement	Student Expectation	Breakout
(3) The student uses telecommunications equipment. The student is expected to:	(C) conduct simulated radio and data communications using mobile data computer and handheld radios	(ii) conduct simulated radio communications using handheld radios
(3) The student uses telecommunications equipment. The student is expected to:	(C) conduct simulated radio and data communications using mobile data computer and handheld radios	(iii) conduct simulated data communications using mobile data computer[s]
(3) The student uses telecommunications equipment. The student is expected to:	(C) conduct simulated radio and data communications using mobile data computer and handheld radios	(iv) conduct simulated data communications using handheld radios
(3) The student uses telecommunications equipment. The student is expected to:	(D) evaluate safety concerns with the use of telecommunications equipment, including when in the presence of non-first responders and while operating vehicles	(i) evaluate safety concerns with the use of telecommunications equipment when in the presence of non-first responders
(3) The student uses telecommunications equipment. The student is expected to:	(D) evaluate safety concerns with the use of telecommunications equipment, including when in the presence of non-first responders and while operating vehicles	(ii) evaluate safety concerns with the use of telecommunications equipment while operating vehicles
(3) The student uses telecommunications equipment. The student is expected to:	(E) explain the need of prioritizing calls for service	(i) explain the need of prioritizing calls for service
(3) The student uses telecommunications equipment. The student is expected to:	(F) identify the procedures used during emergency communications incidents such as hostage incidents and active pursuits	(i) identify the procedures used during emergency communications incidents
(4) The student presents testimony in legal proceedings in accordance with courtroom procedures. The student is expected to:	(A) explain the roles of the courtroom work group	(i) explain the roles of the courtroom work group

Knowledge and Skill Statement	Student Expectation	Breakout
(4) The student presents testimony in legal proceedings in accordance with courtroom procedures. The student is expected to:	(B) analyze the importance of reviewing field notes, reports, and evidence prior to pre-trial meeting	(i) analyze the importance of reviewing field notes prior to pre-trial meeting
(4) The student presents testimony in legal proceedings in accordance with courtroom procedures. The student is expected to:	(B) analyze the importance of reviewing field notes, reports, and evidence prior to pre-trial meeting	(ii) analyze the importance of reviewing reports prior to pre-trial meeting
(4) The student presents testimony in legal proceedings in accordance with courtroom procedures. The student is expected to:	(B) analyze the importance of reviewing field notes, reports, and evidence prior to pre-trial meeting	(iii) analyze the importance of reviewing evidence prior to pre-trial meeting
(4) The student presents testimony in legal proceedings in accordance with courtroom procedures. The student is expected to:	(C) apply proper explanation for the introduction of evidence for admission into a trial	(i) apply proper explanation for the introduction of evidence for admission into a trial
(4) The student presents testimony in legal proceedings in accordance with courtroom procedures. The student is expected to:	(D) analyze effective courtroom testimony	(i) analyze effective courtroom testimony
(4) The student presents testimony in legal proceedings in accordance with courtroom procedures. The student is expected to:	(E) demonstrate an understanding of the importance of professionalism in demeanor and attire as a witness	(i) demonstrate an understanding of the importance of professionalism in demeanor as a witness
(4) The student presents testimony in legal proceedings in accordance with courtroom procedures. The student is expected to:	(E) demonstrate an understanding of the importance of professionalism in demeanor and attire as a witness	(ii) demonstrate an understanding of the importance of professionalism in attire as a witness

Knowledge and Skill Statement	Student Expectation	Breakout
(4) The student presents testimony in legal proceedings in accordance with courtroom procedures. The student is expected to:	(F) discuss the importance of a pre-trial meeting with a prosecutor	(i) discuss the importance of a pre-trial meeting with a prosecutor
(5) The student recognizes the importance of using interpersonal communication techniques to resolve conflicts and reduce anger. The student is expected to:	(A) examine interpersonal communication techniques used in law enforcement	(i) examine interpersonal communication techniques used in law enforcement
(5) The student recognizes the importance of using interpersonal communication techniques to resolve conflicts and reduce anger. The student is expected to:	(B) distinguish between passive, passive-aggressive, aggressive, and assertive behavior	(i) distinguish between passive, passive-aggressive, aggressive, and assertive behavior
(5) The student recognizes the importance of using interpersonal communication techniques to resolve conflicts and reduce anger. The student is expected to:	(C) discuss strategies for dealing with difficult people	(i) discuss strategies for dealing with difficult people
(5) The student recognizes the importance of using interpersonal communication techniques to resolve conflicts and reduce anger. The student is expected to:	(D) examine factors that contribute to a person's hostility	(i) examine factors that contribute to a person's hostility
(6) The student examines the techniques used to manage crisis situations and maintain public safety. The student is expected to:	(A) demonstrate crisis negotiations to promote the safety of individuals and the general public	(i) demonstrate crisis negotiations to promote the safety of individuals
(6) The student examines the techniques used to manage crisis situations and maintain public safety. The student is expected to:	(A) demonstrate crisis negotiations to promote the safety of individuals and the general public	(ii) demonstrate crisis negotiations to promote the safety of the general public

Knowledge and Skill Statement	Student Expectation	Breakout
(6) The student examines the techniques used to manage crisis situations and maintain public safety. The student is expected to:	(B) participate in a simulated scenario as a crisis negotiation team member	(i) participate in a simulated scenario as a crisis negotiation team member
(6) The student examines the techniques used to manage crisis situations and maintain public safety. The student is expected to:	(C) demonstrate effective communication techniques in a simulated crisis negotiation	(i) demonstrate effective communication techniques in a simulated crisis negotiation
(6) The student examines the techniques used to manage crisis situations and maintain public safety. The student is expected to:	(D) examine hostage safety considerations during a simulated crisis negotiation	(i) examine hostage safety considerations during a simulated crisis negotiation
(6) The student examines the techniques used to manage crisis situations and maintain public safety. The student is expected to:	(E) differentiate between public safety and individual rights during crisis negotiation	(i) differentiate between public safety and individual rights during crisis negotiation
(7) The student understands techniques to foster public cooperation for victims in a variety of law enforcement situations. The student is expected to:	(A) demonstrate procedures for advising crime victims' legal recourse	(i) demonstrate procedures for advising crime victims' legal recourse
(7) The student understands techniques to foster public cooperation for victims in a variety of law enforcement situations. The student is expected to:	(B) explain step-by-step court procedures for suspects, victims, and witnesses entering the system	(i) explain step-by-step court procedures for suspects entering the system
(7) The student understands techniques to foster public cooperation for victims in a variety of law enforcement situations. The student is expected to:	(B) explain step-by-step court procedures for suspects, victims, and witnesses entering the system	(ii) explain step-by-step court procedures for victims entering the system

Knowledge and Skill Statement	Student Expectation	Breakout
(7) The student understands techniques to foster public cooperation for victims in a variety of law enforcement situations. The student is expected to:	(B) explain step-by-step court procedures for suspects, victims, and witnesses entering the system	(iii) explain step-by-step court procedures for witnesses entering the system
(7) The student understands techniques to foster public cooperation for victims in a variety of law enforcement situations. The student is expected to:	(C) explain the procedures for providing appropriate assistance to individuals with disabilities such as autism, Alzheimer's disease, hearing impairment, visual impairment, and mobility impairment	(i) explain the procedures for providing appropriate assistance to individuals with disabilities
(7) The student understands techniques to foster public cooperation for victims in a variety of law enforcement situations. The student is expected to:	(D) define the steps involved in conducting the preliminary investigation of specialized crimes such as hate crimes, bullying, sexual harassment, and terroristic threat	(i) define the steps involved in conducting the preliminary investigation of specialized crimes
(7) The student understands techniques to foster public cooperation for victims in a variety of law enforcement situations. The student is expected to:	(E) analyze the elements of conducting a death notification	(i) analyze the elements of conducting a death notification
(7) The student understands techniques to foster public cooperation for victims in a variety of law enforcement situations. The student is expected to:	(F) interpret legal requirements of law enforcement to victims of crime	(i) interpret legal requirements of law enforcement to victims of crime
(8) The student analyzes procedures and protocols for domestic violence. The student is expected to:	(A) recognize techniques to enforce domestic violence laws	(i) recognize techniques to enforce domestic violence laws
(8) The student analyzes procedures and protocols for domestic violence. The student is expected to:	(B) diffuse a simulated domestic violence incident	(i) diffuse a simulated domestic violence incident

Knowledge and Skill Statement	Student Expectation	Breakout
(8) The student analyzes procedures and protocols for domestic violence. The student is expected to:	(C) apply laws in making an arrest	(i) apply laws in making an arrest
(9) The student explores civil law enforcement procedures for serving writs, warrants, and summons. The student is expected to:	(A) research civil law procedures such as attachment, garnishment, claim, and delivery	(i) research civil law procedures
(9) The student explores civil law enforcement procedures for serving writs, warrants, and summons. The student is expected to:	(B) identify limits on use of force and entry to private property during civil process service	(i) identify limits on use of force during civil process service
(9) The student explores civil law enforcement procedures for serving writs, warrants, and summons. The student is expected to:	(B) identify limits on use of force and entry to private property during civil process service	(ii) identify limits on entry to private property during civil process service
(9) The student explores civil law enforcement procedures for serving writs, warrants, and summons. The student is expected to:	(C) differentiate domestic violence protective orders, no-contact orders, and orders to pick up children	(i) differentiate domestic violence protective orders, no-contact orders, and orders to pick up children
(9) The student explores civil law enforcement procedures for serving writs, warrants, and summons. The student is expected to:	(D) identify requirements for emergency mental health evaluation	(i) identify requirements for emergency mental health evaluation
(10) The student analyzes local and state law enforcement procedures pertaining to alcohol and beverage laws. The student is expected to:	(A) explain alcohol and beverage laws and procedures controlling illegal sales and consumption	(i) explain alcohol and beverage laws controlling illegal sales

Knowledge and Skill Statement	Student Expectation	Breakout
(10) The student analyzes local and state law enforcement procedures pertaining to alcohol and beverage laws. The student is expected to:	(A) explain alcohol and beverage laws and procedures controlling illegal sales and consumption	(ii) explain alcohol and beverage laws controlling consumption
(10) The student analyzes local and state law enforcement procedures pertaining to alcohol and beverage laws. The student is expected to:	(A) explain alcohol and beverage laws and procedures controlling illegal sales and consumption	(iii) explain alcohol and beverage procedures controlling illegal sales
(10) The student analyzes local and state law enforcement procedures pertaining to alcohol and beverage laws. The student is expected to:	(A) explain alcohol and beverage laws and procedures controlling illegal sales and consumption	(iv) explain alcohol and beverage procedures controlling consumption
(10) The student analyzes local and state law enforcement procedures pertaining to alcohol and beverage laws. The student is expected to:	(B) define alcoholic beverages	(i) define alcoholic beverages
(10) The student analyzes local and state law enforcement procedures pertaining to alcohol and beverage laws. The student is expected to:	(C) differentiate between legal and illegal alcohol sales	(ii) differentiate between legal and illegal alcohol sales
(10) The student analyzes local and state law enforcement procedures pertaining to alcohol and beverage laws. The student is expected to:	(D) identify circumstances under which alcoholic beverages may be legally consumed	(i) identify circumstances under which alcoholic beverages may be legally consumed
(11) The student explores laws and procedures to enforce violations of driving while intoxicated and driving under the influence. The student is expected to:	(A) execute and interpret tests related to driving under the influence such as the National Traffic Highway Safety Administration Standardized Field Sobriety Test and the Horizontal Gaze Nystagmus, Walk-and-Turn, and One-Leg Stand tests	(i) execute tests related to driving under the influence

Knowledge and Skill Statement	Student Expectation	Breakout
(11) The student explores laws and procedures to enforce violations of driving while intoxicated and driving under the influence. The student is expected to:	(A) execute and interpret tests related to driving under the influence such as the National Traffic Highway Safety Administration Standardized Field Sobriety Test and the Horizontal Gaze Nystagmus, Walk-and-Turn, and One-Leg Stand tests	(ii) interpret tests related to driving under the influence
(11) The student explores laws and procedures to enforce violations of driving while intoxicated and driving under the influence. The student is expected to:	(B) recognize and interpret indicators of impaired driving	(i) recognize indicators of impaired driving
(11) The student explores laws and procedures to enforce violations of driving while intoxicated and driving under the influence. The student is expected to:	(B) recognize and interpret indicators of impaired driving	(ii) interpret indicators of impaired driving
(11) The student explores laws and procedures to enforce violations of driving while intoxicated and driving under the influence. The student is expected to:	(C) describe methods used to detect and apprehend drivers under the influence	(i) describe methods used to detect drivers under the influence
(11) The student explores laws and procedures to enforce violations of driving while intoxicated and driving under the influence. The student is expected to:	(C) describe methods used to detect and apprehend drivers under the influence	(ii) describe methods used to apprehend drivers under the influence
(11) The student explores laws and procedures to enforce violations of driving while intoxicated and driving under the influence. The student is expected to:	(D) prepare evidence and reports required to give court testimony related to driving under the influence	(i) prepare evidence required to give court testimony related to driving under the influence
(11) The student explores laws and procedures to enforce violations of driving while intoxicated and driving under the influence. The student is expected to:	(D) prepare evidence and reports required to give court testimony related to driving under the influence	(ii) prepare reports required to give court testimony related to driving under the influence

Knowledge and Skill Statement	Student Expectation	Breakout
(12) The student identifies crowd control methods. The student is expected to:	(A) explain the deployment of less-than-lethal and chemical crowd control measures	(i) explain the deployment of less-than-lethal crowd control measures
(12) The student identifies crowd control methods. The student is expected to:	(A) explain the deployment of less-than-lethal and chemical crowd control measures	(ii) explain the deployment of chemical crowd control measures
(12) The student identifies crowd control methods. The student is expected to:	(B) identify the need assessment of crowd management, including officer safety, surveillance, protection of life, protection of property, and requests for assistance from other officers and agencies	(i) identify the need assessment of crowd management, including officer safety
(12) The student identifies crowd control methods. The student is expected to:	(B) identify the need assessment of crowd management, including officer safety, surveillance, protection of life, protection of property, and requests for assistance from other officers and agencies	(ii) identify the need assessment of crowd management, including surveillance
(12) The student identifies crowd control methods. The student is expected to:	(B) identify the need assessment of crowd management, including officer safety, surveillance, protection of life, protection of property, and requests for assistance from other officers and agencies	(iii) identify the need assessment of crowd management, including protection of life
(12) The student identifies crowd control methods. The student is expected to:	(B) identify the need assessment of crowd management, including officer safety, surveillance, protection of life, protection of property, and requests for assistance from other officers and agencies	(iv) identify the need assessment of crowd management, including protection of property
(12) The student identifies crowd control methods. The student is expected to:	(B) identify the need assessment of crowd management, including officer safety, surveillance, protection of life, protection of property, and requests for assistance from other officers and agencies	(v) identify the need assessment of requests for assistance from other officers

Knowledge and Skill Statement	Student Expectation	Breakout
(12) The student identifies crowd control methods. The student is expected to:	(B) identify the need assessment of crowd management, including officer safety, surveillance, protection of life, protection of property, and requests for assistance from other officers and agencies	(vi) identify the need assessment of requests for assistance from other agencies
(12) The student identifies crowd control methods. The student is expected to:	(C) demonstrate establishing perimeters for crowd control	(i) demonstrate establishing perimeters for crowd control
(12) The student identifies crowd control methods. The student is expected to:	(D) explain the importance of identifying group leaders, followers, and victims	(i) explain the importance of identifying group leaders
(12) The student identifies crowd control methods. The student is expected to:	(D) explain the importance of identifying group leaders, followers, and victims	(ii) explain the importance of identifying followers
(12) The student identifies crowd control methods. The student is expected to:	(D) explain the importance of identifying group leaders, followers, and victims	(iii) explain the importance of identifying victims
(13) The student evaluates situations requiring the use of force. The student is expected to:	(A) demonstrate the use of the force continuum in simulated situations requiring varied degrees of force	(i) demonstrate the use of the force continuum in simulated situations requiring varied degrees of force
(13) The student evaluates situations requiring the use of force. The student is expected to:	(B) explain the guidelines and restrictions imposed by state and federal governments related to the use of deadly force	(i) explain the guidelines imposed by state governments related to the use of deadly force
(13) The student evaluates situations requiring the use of force. The student is expected to:	(B) explain the guidelines and restrictions imposed by state and federal governments related to the use of deadly force	(ii) explain the guidelines imposed by federal governments related to the use of deadly force

Knowledge and Skill Statement	Student Expectation	Breakout
(13) The student evaluates situations requiring the use of force. The student is expected to:	(B) explain the guidelines and restrictions imposed by state and federal governments related to the use of deadly force	(iii) explain the restrictions imposed by state governments related to the use of deadly force
(13) The student evaluates situations requiring the use of force. The student is expected to:	(B) explain the guidelines and restrictions imposed by state and federal governments related to the use of deadly force	(iv) explain the restrictions imposed by federal governments related to the use of deadly force
(13) The student evaluates situations requiring the use of force. The student is expected to:	(C) identify the legal authority for the use of force	(i) identify the legal authority for the use of force
(13) The student evaluates situations requiring the use of force. The student is expected to:	(D) analyze and evaluate the use of less-than-lethal use of force	(i) analyze the use of less-than-lethal use of force
(13) The student evaluates situations requiring the use of force. The student is expected to:	(D) analyze and evaluate the use of less-than-lethal use of force	(ii) evaluate the use of less-than-lethal use of force
(13) The student evaluates situations requiring the use of force. The student is expected to:	(E) analyze and evaluate the use of deadly force	(i) analyze the use of deadly force
(13) The student evaluates situations requiring the use of force. The student is expected to:	(E) analyze and evaluate the use of deadly force	(ii) evaluate the use of deadly force
(14) The student describes procedures designed to safely transport a person in custody. The student is expected to:	(A) demonstrate a search of an individual incidental to an arrest	(i) demonstrate a search of an individual incidental to an arrest

Knowledge and Skill Statement	Student Expectation	Breakout
(14) The student describes procedures designed to safely transport a person in custody. The student is expected to:	(B) demonstrate the procedures for transporting a person without violating personal rights or jeopardizing personal safety	(i) demonstrate the procedures for transporting a person without violating personal rights or jeopardizing personal safety
(14) The student describes procedures designed to safely transport a person in custody. The student is expected to:	(C) demonstrate different methods of restraining a person being transported	(i) demonstrate different methods of restraining a person being transported
(14) The student describes procedures designed to safely transport a person in custody. The student is expected to:	(D) discuss transporting non-custodial persons and juveniles	(i) discuss transporting non-custodial persons
(14) The student describes procedures designed to safely transport a person in custody. The student is expected to:	(D) discuss transporting non-custodial persons and juveniles	(ii) discuss transporting juveniles
(15) The student conducts interviews and interrogations of individuals ensuring protection of rights as outlined in the U.S. Constitution. The student is expected to:	(A) demonstrate interviewing and interrogation techniques	(i) demonstrate interviewing techniques
(15) The student conducts interviews and interrogations of individuals ensuring protection of rights as outlined in the U.S. Constitution. The student is expected to:	(A) demonstrate interviewing and interrogation techniques	(ii) demonstrate interrogation techniques
(15) The student conducts interviews and interrogations of individuals ensuring protection of rights as outlined in the U.S. Constitution. The student is expected to:	(B) simulate interviews of rape victims, child witnesses, and child victims	(i) simulate interviews of rape victims

Knowledge and Skill Statement	Student Expectation	Breakout
(15) The student conducts interviews and interrogations of individuals ensuring protection of rights as outlined in the U.S. Constitution. The student is expected to:	(B) simulate interviews of rape victims, child witnesses, and child victims	(ii) simulate interviews of child witnesses
(15) The student conducts interviews and interrogations of individuals ensuring protection of rights as outlined in the U.S. Constitution. The student is expected to:	(B) simulate interviews of rape victims, child witnesses, and child victims	(iii) simulate interviews of child victims
(16) The student investigates and documents a motor vehicle accident. The student is expected to:	(A) record simulated crash scene evidence using standard report procedures	(i) record simulated crash scene evidence using standard report procedures
(16) The student investigates and documents a motor vehicle accident. The student is expected to:	(B) analyze simulated crash scene evidence using standard laws, regulations, and procedures	(i) analyze simulated crash scene evidence using standard laws
(16) The student investigates and documents a motor vehicle accident. The student is expected to:	(B) analyze simulated crash scene evidence using standard laws, regulations, and procedures	(ii) analyze simulated crash scene evidence using standard regulations
(16) The student investigates and documents a motor vehicle accident. The student is expected to:	(B) analyze simulated crash scene evidence using standard laws, regulations, and procedures	(iii) analyze simulated crash scene evidence using standard procedures
(16) The student investigates and documents a motor vehicle accident. The student is expected to:	(C) perform mathematical calculations using speed, velocity, time, and distance	(i) perform mathematical calculations using speed, velocity, time, and distance
(16) The student investigates and documents a motor vehicle accident. The student is expected to:	(D) draw scale diagrams of simulated collisions using templates	(i) draw scale diagrams of simulated collisions using templates
(16) The student investigates and documents a motor vehicle accident. The student is expected to:	(E) interpret crash scene evidence	(i) interpret crash scene evidence

Knowledge and Skill Statement	Student Expectation	Breakout
(17) The student recognizes law enforcement roles in preparedness and response systems for disaster situations. The student is expected to:	(A) demonstrate knowledge of the incident command system	(i) demonstrate knowledge of the incident command system
(17) The student recognizes law enforcement roles in preparedness and response systems for disaster situations. The student is expected to:	(B) coordinate with response partners from all levels of government and with the private sector	(i) coordinate with response partners from all levels of government
(17) The student recognizes law enforcement roles in preparedness and response systems for disaster situations. The student is expected to:	(B) coordinate with response partners from all levels of government and with the private sector	(ii) coordinate with response partners the private sector
(17) The student recognizes law enforcement roles in preparedness and response systems for disaster situations. The student is expected to:	(C) evaluate incident command system applications, organizational principles and elements, positions and responsibilities, facilities and functions, and planning	(i) evaluate incident command system applications
(17) The student recognizes law enforcement roles in preparedness and response systems for disaster situations. The student is expected to:	(C) evaluate incident command system applications, organizational principles and elements, positions and responsibilities, facilities and functions, and planning	(ii) evaluate organizational principles
(17) The student recognizes law enforcement roles in preparedness and response systems for disaster situations. The student is expected to:	(C) evaluate incident command system applications, organizational principles and elements, positions and responsibilities, facilities and functions, and planning	(iii) evaluate organizational elements
(17) The student recognizes law enforcement roles in preparedness and response systems for disaster situations. The student is expected to:	(C) evaluate incident command system applications, organizational principles and elements, positions and responsibilities, facilities and functions, and planning	(iv) evaluate positions

Knowledge and Skill Statement	Student Expectation	Breakout
(17) The student recognizes law enforcement roles in preparedness and response systems for disaster situations. The student is expected to:	(C) evaluate incident command system applications, organizational principles and elements, positions and responsibilities, facilities and functions, and planning	(v) evaluate responsibilities
(17) The student recognizes law enforcement roles in preparedness and response systems for disaster situations. The student is expected to:	(C) evaluate incident command system applications, organizational principles and elements, positions and responsibilities, facilities and functions, and planning	(vi) evaluate facilities
(17) The student recognizes law enforcement roles in preparedness and response systems for disaster situations. The student is expected to:	(C) evaluate incident command system applications, organizational principles and elements, positions and responsibilities, facilities and functions, and planning	(vii) evaluate functions
(17) The student recognizes law enforcement roles in preparedness and response systems for disaster situations. The student is expected to:	(C) evaluate incident command system applications, organizational principles and elements, positions and responsibilities, facilities and functions, and planning	(viii) evaluate planning
(17) The student recognizes law enforcement roles in preparedness and response systems for disaster situations. The student is expected to:	(D) apply Federal Emergency Management Agency Incident Command Structure to a simulated scenario	(i) apply Federal Emergency Management Agency Incident Command Structure to a simulated scenario
(18) The student explores procedures for handling and managing explosives and hazardous material incidents. The student is expected to:	(A) identify and classify hazardous materials	(i) identify hazardous materials
(18) The student explores procedures for handling and managing explosives and hazardous material incidents. The student is expected to:	(A) identify and classify hazardous materials	(ii) classify hazardous materials

Knowledge and Skill Statement	Student Expectation	Breakout
(18) The student explores procedures for handling and managing explosives and hazardous material incidents. The student is expected to:	(B) respond to a simulated situation involving explosive materials using protocols and procedures designed to maintain personal and public safety	(i) respond to a simulated situation involving explosive materials using protocols designed to maintain personal safety
(18) The student explores procedures for handling and managing explosives and hazardous material incidents. The student is expected to:	(B) respond to a simulated situation involving explosive materials using protocols and procedures designed to maintain personal and public safety	(ii) respond to a simulated situation involving explosive materials using protocols designed to maintain public safety
(18) The student explores procedures for handling and managing explosives and hazardous material incidents. The student is expected to:	(B) respond to a simulated situation involving explosive materials using protocols and procedures designed to maintain personal and public safety	(iii) respond to a simulated situation involving explosive materials using procedures designed to maintain personal safety
(18) The student explores procedures for handling and managing explosives and hazardous material incidents. The student is expected to:	(B) respond to a simulated situation involving explosive materials using protocols and procedures designed to maintain personal and public safety	(iv) respond to a simulated situation involving explosive materials using procedures designed to maintain public safety
(18) The student explores procedures for handling and managing explosives and hazardous material incidents. The student is expected to:	(C) explain procedures for responding to reports of bomb threats and suspicious objects	(i) explain procedures for responding to reports of bomb threats
(18) The student explores procedures for handling and managing explosives and hazardous material incidents. The student is expected to:	(C) explain procedures for responding to reports of bomb threats and suspicious objects	(ii) explain procedures for responding to reports of suspicious objects
(18) The student explores procedures for handling and managing explosives and hazardous material incidents. The student is expected to:	(D) conduct a simulated building and property search to locate explosive devices and materials	(i) conduct a simulated building search to locate explosive devices

Knowledge and Skill Statement	Student Expectation	Breakout
(18) The student explores procedures for handling and managing explosives and hazardous material incidents. The student is expected to:	(D) conduct a simulated building and property search to locate explosive devices and materials	(ii) conduct a simulated building search to locate explosive materials
(18) The student explores procedures for handling and managing explosives and hazardous material incidents. The student is expected to:	(D) conduct a simulated building and property search to locate explosive devices and materials	(iii) conduct a simulated property search to locate explosive devices
(18) The student explores procedures for handling and managing explosives and hazardous material incidents. The student is expected to:	(D) conduct a simulated building and property search to locate explosive devices and materials	(iv) conduct a simulated property search to locate explosive materials
(18) The student explores procedures for handling and managing explosives and hazardous material incidents. The student is expected to:	(E) explain procedures for responding to hazardous material incidents	(i) explain procedures for responding to hazardous material incidents
(19) The student examines law enforcement functions regarding critical infrastructure protection from potential terrorist and natural disaster threats. The student is expected to:	(A) analyze critical infrastructure protection techniques	(i) analyze critical infrastructure protection techniques
(19) The student examines law enforcement functions regarding critical infrastructure protection from potential terrorist and natural disaster threats. The student is expected to:	(B) develop a plan for protecting a potential target	(i) develop a plan for protecting a potential target
(20) The student explores new and emerging technologies in law enforcement. The student is expected to:	(A) research new technologies used in law enforcement such as robots to diffuse potential explosives	(i) research new technologies used in law enforcement

Knowledge and Skill Statement	Student Expectation	Breakout
(20) The student explores new and emerging technologies in law enforcement. The student is expected to:	(B) explain the importance of continuing education in law enforcement	(i) explain the importance of continuing education in law enforcement
(21) The student evaluates patrol procedures and response to calls for service encountered by first responders. The student is expected to:	(A) demonstrate the legal justification and the application of probable cause for first responders' actions during a response to a suspected offense or an actual offense	(i) demonstrate the legal justification for first responders' actions during a response to a suspected offense or an actual offense
(21) The student evaluates patrol procedures and response to calls for service encountered by first responders. The student is expected to:	(A) demonstrate the legal justification and the application of probable cause for first responders' actions during a response to a suspected offense or an actual offense	(ii) demonstrate the application of probable cause for first responders' actions during a response to a suspected offense or an actual offense
(21) The student evaluates patrol procedures and response to calls for service encountered by first responders. The student is expected to:	(B) simulate conducting a misdemeanor and a high-risk traffic stop	(i) simulate conducting a misdemeanor traffic stop
(21) The student evaluates patrol procedures and response to calls for service encountered by first responders. The student is expected to:	(B) simulate conducting a misdemeanor and a high-risk traffic stop	(ii) simulate conducting a high-risk traffic stop
(21) The student evaluates patrol procedures and response to calls for service encountered by first responders. The student is expected to:	(C) analyze pursuit procedures such as incidents involving vehicles, motorcycles, and foot pursuits	(i) analyze pursuit procedures
(21) The student evaluates patrol procedures and response to calls for service encountered by first responders. The student is expected to:	(D) simulate responding to a delayed crime and a crime in progress	(i) simulate responding to a delayed crime

Knowledge and Skill Statement	Student Expectation	Breakout
(21) The student evaluates patrol procedures and response to calls for service encountered by first responders. The student is expected to:	(D) simulate responding to a delayed crime and a crime in progress	(ii) simulate responding to a crime in progress
(21) The student evaluates patrol procedures and response to calls for service encountered by first responders. The student is expected to:	(E) simulate conducting a building search	(i) simulate conducting a building search
(21) The student evaluates patrol procedures and response to calls for service encountered by first responders. The student is expected to:	(F) simulate conducting an arrest with a warrant or a warrantless arrest	(i) simulate conducting an arrest with a warrant or a warrantless arrest
(21) The student evaluates patrol procedures and response to calls for service encountered by first responders. The student is expected to:	(G) differentiate procedures when responding with one-person units, two-person units, multiple units, other agency units, and specialized units such as air, K-9, and undercover operations	(i) differentiate procedures when responding with one-person units, two-person units, multiple units, other agency units, and specialized units
(21) The student evaluates patrol procedures and response to calls for service encountered by first responders. The student is expected to:	(H) compare patrol responses when responding to offenses on-view, dispatched calls, and public information requests	(i) compare patrol responses when responding to offenses on-view, dispatched calls, and public information requests
(21) The student evaluates patrol procedures and response to calls for service encountered by first responders. The student is expected to:	(I) demonstrate the importance of being safety conscious when in the role of being a first responder	(i) demonstrate the importance of being safety conscious when in the role of being a first responder
(22) The student evaluates the importance of first responders in developing a positive community relationship. The student is expected to:	(A) explore the development of community policing in the United States	(i) explore the development of community policing in the United States

Knowledge and Skill Statement	Student Expectation	Breakout
(22) The student evaluates the importance of first responders in developing a positive community relationship. The student is expected to:	(B) evaluate the role of school resource officers	(i) evaluate the role of school resource officers
(22) The student evaluates the importance of first responders in developing a positive community relationship. The student is expected to:	(C) evaluate the role of neighborhood service officers	(i) evaluate the role of neighborhood service officers
(22) The student evaluates the importance of first responders in developing a positive community relationship. The student is expected to:	(D) evaluate the role of crime prevention officers such as McGruff Safe Kids, neighborhood watch programs, store front officers, and citizens on patrol	(i) evaluate the role of crime prevention officers
(22) The student evaluates the importance of first responders in developing a positive community relationship. The student is expected to:	(E) evaluate the responsibilities of the public information officer	(i) evaluate the responsibilities of the public information officer
(22) The student evaluates the importance of first responders in developing a positive community relationship. The student is expected to:	(F) conduct a crime prevention analysis	(i) conduct a crime prevention analysis
(23) The student demonstrates procedures in investigating a crime scene. The student is expected to:	(A) identify the legal requirements for first responders to enter, remain, release, and return to a crime scene	(i) identify the legal requirements for first responders to enter a crime scene
(23) The student demonstrates procedures in investigating a crime scene. The student is expected to:	(A) identify the legal requirements for first responders to enter, remain, release, and return to a crime scene	(ii) identify the legal requirements for first responders to remain [at] a crime scene
(23) The student demonstrates procedures in investigating a crime scene. The student is expected to:	(A) identify the legal requirements for first responders to enter, remain, release, and return to a crime scene	(iii) identify the legal requirements for first responders to release a crime scene

Knowledge and Skill Statement	Student Expectation	Breakout
(23) The student demonstrates procedures in investigating a crime scene. The student is expected to:	(A) identify the legal requirements for first responders to enter, remain, release, and return to a crime scene	(iv) identify the legal requirements for first responders to return to a crime scene
(23) The student demonstrates procedures in investigating a crime scene. The student is expected to:	(B) demonstrate procedures prior to entering a crime scene and securing a crime scene	(i) demonstrate procedures prior to entering a crime scene
(23) The student demonstrates procedures in investigating a crime scene. The student is expected to:	(B) demonstrate procedures prior to entering a crime scene and securing a crime scene	(ii) demonstrate procedures prior to securing a crime scene
(23) The student demonstrates procedures in investigating a crime scene. The student is expected to:	(C) demonstrate procedures in conducting a proper search of a crime scene for evidence such as using a strip-line search, grid-quadrant search, zone-wheel search, spiral search, or base-line search	(i) demonstrate procedures in conducting a proper search of a crime scene for evidence
(23) The student demonstrates procedures in investigating a crime scene. The student is expected to:	(D) demonstrate procedures for marking and collecting evidence found in a crime scene	(i) demonstrate procedures for marking evidence found in a crime scene
(23) The student demonstrates procedures in investigating a crime scene. The student is expected to:	(D) demonstrate procedures for marking and collecting evidence found in a crime scene	(ii) demonstrate procedures for collecting evidence found in a crime scene
(23) The student demonstrates procedures in investigating a crime scene. The student is expected to:	(E) demonstrate procedures for measuring and sketching evidence and important landmarks in a crime scene	(i) demonstrate procedures for measuring evidence in a crime scene
(23) The student demonstrates procedures in investigating a crime scene. The student is expected to:	(E) demonstrate procedures for measuring and sketching evidence and important landmarks in a crime scene	(ii) demonstrate procedures for sketching evidence in a crime scene

Knowledge and Skill Statement	Student Expectation	Breakout
(23) The student demonstrates procedures in investigating a crime scene. The student is expected to:	(E) demonstrate procedures for measuring and sketching evidence and important landmarks in a crime scene	(iii) demonstrate procedures for measuring important landmarks in a crime scene
(23) The student demonstrates procedures in investigating a crime scene. The student is expected to:	(E) demonstrate procedures for measuring and sketching evidence and important landmarks in a crime scene	(iv) demonstrate procedures for sketching important landmarks in a crime scene
(23) The student demonstrates procedures in investigating a crime scene. The student is expected to:	(F) demonstrate procedures for photographing the crime scene and evidence during the process of investigating a crime scene, including wide angle, mid-range, spatial relationship, and close-up photographs	(i) demonstrate procedures for photographing the crime scene during the process of investigating a crime scene, including wide angle photographs
(23) The student demonstrates procedures in investigating a crime scene. The student is expected to:	(F) demonstrate procedures for photographing the crime scene and evidence during the process of investigating a crime scene, including wide angle, mid-range, spatial relationship, and close-up photographs	(ii) demonstrate procedures for photographing the crime scene during the process of investigating a crime scene, including mid-range photographs
(23) The student demonstrates procedures in investigating a crime scene. The student is expected to:	(F) demonstrate procedures for photographing the crime scene and evidence during the process of investigating a crime scene, including wide angle, mid-range, spatial relationship, and close-up photographs	(iii) demonstrate procedures for photographing the crime scene during the process of investigating a crime scene, including spatial relationship photographs
(23) The student demonstrates procedures in investigating a crime scene. The student is expected to:	(F) demonstrate procedures for photographing the crime scene and evidence during the process of investigating a crime scene, including wide angle, mid-range, spatial relationship, and close-up photographs	(iv) demonstrate procedures for photographing the crime scene during the process of investigating a crime scene, including close-up photographs

Knowledge and Skill Statement	Student Expectation	Breakout
(23) The student demonstrates procedures in investigating a crime scene. The student is expected to:	(F) demonstrate procedures for photographing the crime scene and evidence during the process of investigating a crime scene, including wide angle, mid-range, spatial relationship, and close-up photographs	(v) demonstrate procedures for photographing evidence during the process of investigating a crime scene, including wide angle photographs
(23) The student demonstrates procedures in investigating a crime scene. The student is expected to:	(F) demonstrate procedures for photographing the crime scene and evidence during the process of investigating a crime scene, including wide angle, mid-range, spatial relationship, and close-up photographs	(vi) demonstrate procedures for photographing evidence during the process of investigating a crime scene, including mid-range photographs
(23) The student demonstrates procedures in investigating a crime scene. The student is expected to:	(F) demonstrate procedures for photographing the crime scene and evidence during the process of investigating a crime scene, including wide angle, mid-range, spatial relationship, and close-up photographs	(vii) demonstrate procedures for photographing evidence during the process of investigating a crime scene, including spatial relationship photographs
(23) The student demonstrates procedures in investigating a crime scene. The student is expected to:	(F) demonstrate procedures for photographing the crime scene and evidence during the process of investigating a crime scene, including wide angle, mid-range, spatial relationship, and close-up photographs	(viii) demonstrate procedures for photographing evidence during the process of investigating a crime scene, including close-up photographs
(23) The student demonstrates procedures in investigating a crime scene. The student is expected to:	(G) demonstrate chain of custody and proper packaging of various types of evidence for transportation	(i) demonstrate chain of custody of various types of evidence for transportation
(23) The student demonstrates procedures in investigating a crime scene. The student is expected to:	(G) demonstrate chain of custody and proper packaging of various types of evidence for transportation	(ii) demonstrate proper packaging of various types of evidence for transportation

Subject	Chapter 130. Career and Technical Education, Subchapter L. Law, Public Safety, Corrections, and Security
Course Title	§130.338. Criminal Investigation (One Credit), Adopted 2015.
<p>(a) General Requirements. This course is recommended for students in Grades 10-12. Recommended prerequisite: Principles of Law, Public Safety, Corrections, and Security. Students shall be awarded one credit for successful completion of this course.</p>	
<p>(b) Introduction.</p>	
<p>(1) Career and technical education instruction provides content aligned with challenging academic standards and relevant technical knowledge and skills for students to further their education and succeed in current or emerging professions.</p> <p>(2) The Law, Public Safety, Corrections, and Security Career Cluster focuses on planning, managing, and providing legal services, public safety, protective services, and homeland security, including professional and technical support services.</p> <p>(3) Criminal Investigation is a course that introduces students to the profession of criminal investigations. Students will understand basic functions of criminal investigations and procedures and will learn how to investigate or follow up during investigations. Students will learn terminology and investigative procedures related to criminal investigation, crime scene processing, evidence collection, fingerprinting, and courtroom presentation. Through case studies and simulated crime scenes, students will collect and analyze evidence such as fingerprint analysis, bodily fluids, hairs, fibers, shoe and tire impressions, bite marks, drugs, tool marks, firearms and ammunition, blood spatter, digital evidence, and other types of evidence.</p> <p>(4) Students are encouraged to participate in extended learning experiences such as career and technical student organizations and other leadership or extracurricular organizations.</p> <p>(5) Statements that contain the word "including" reference content that must be mastered, while those containing the phrase "such as" are intended as possible illustrative examples.</p>	

(c) Knowledge and Skills.		
Knowledge and Skill Statement	Student Expectation	Breakout
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to achieve business and industry employability skills standards such as attendance, on-time arrival, meeting deadlines, working toward personal/team goals every day, and ethical use of technology.	[A] achieve business and industry employability skills standards such as attendance, on-time arrival, meeting deadlines, working toward personal/team goals every day, and ethical use of technology	(i) achieve business and industry employability skills standards
(2) The student explores criminal investigative procedures, investigations, and follow-up according to the profession and its job functions. The student is expected to:	(A) analyze the field of criminal investigations	(i) analyze the field of criminal investigations
(2) The student explores criminal investigative procedures, investigations, and follow-up according to the profession and its job functions. The student is expected to:	(B) compare and contrast the characteristics of an effective investigator	(i) compare and contrast the characteristics of an effective investigator
(2) The student explores criminal investigative procedures, investigations, and follow-up according to the profession and its job functions. The student is expected to:	(C) examine preliminary investigations such as initial response, point of arrival, priorities, emergency situations, and protection of the crime scene	(i) examine preliminary investigations
(2) The student explores criminal investigative procedures, investigations, and follow-up according to the profession and its job functions. The student is expected to:	(D) research follow-up procedures for an investigation	(i) research follow-up procedures for an investigation

Knowledge and Skill Statement	Student Expectation	Breakout
(2) The student explores criminal investigative procedures, investigations, and follow-up according to the profession and its job functions. The student is expected to:	(E) evaluate the effectiveness of interrelationships with individuals involved in investigations such as police officers, dispatchers, prosecutors, defense counsel, physicians, coroners, medical examiners and forensic crime laboratories, citizens, witnesses, victims, complainants, and media	(i) evaluate the effectiveness of interrelationships with individuals involved in investigations
(3) The student uses proper equipment in documenting the crime scene during field investigations. The student is expected to:	(A) explain the use of field notes	(i) explain the use of field notes
(3) The student uses proper equipment in documenting the crime scene during field investigations. The student is expected to:	(B) demonstrate an understanding of when, what, where, and how to take notes	(i) demonstrate an understanding of when to take notes
(3) The student uses proper equipment in documenting the crime scene during field investigations. The student is expected to:	(B) demonstrate an understanding of when, what, where, and how to take notes	(ii) demonstrate an understanding of what notes [to take]
(3) The student uses proper equipment in documenting the crime scene during field investigations. The student is expected to:	(B) demonstrate an understanding of when, what, where, and how to take notes	(iii) demonstrate an understanding of where to take notes
(3) The student uses proper equipment in documenting the crime scene during field investigations. The student is expected to:	(B) demonstrate an understanding of when, what, where, and how to take notes	(iv) demonstrate an understanding of how to take notes
(3) The student uses proper equipment in documenting the crime scene during field investigations. The student is expected to:	(C) demonstrate how to effectively take notes during an investigation	(i) demonstrate how to effectively take notes during an investigation

Knowledge and Skill Statement	Student Expectation	Breakout
(3) The student uses proper equipment in documenting the crime scene during field investigations. The student is expected to:	(D) distinguish between the advantages and disadvantages of photographs and video at a crime scene and an investigation	(i) distinguish between the advantages and disadvantages of photographs at a crime scene
(3) The student uses proper equipment in documenting the crime scene during field investigations. The student is expected to:	(D) distinguish between the advantages and disadvantages of photographs and video at a crime scene and an investigation	(ii) distinguish between the advantages and disadvantages of photographs at an investigation
(3) The student uses proper equipment in documenting the crime scene during field investigations. The student is expected to:	(D) distinguish between the advantages and disadvantages of photographs and video at a crime scene and an investigation	(iii) distinguish between the advantages and disadvantages of video at a crime scene
(3) The student uses proper equipment in documenting the crime scene during field investigations. The student is expected to:	(D) distinguish between the advantages and disadvantages of photographs and video at a crime scene and an investigation	(iv) distinguish between the advantages and disadvantages video at an investigation
(3) The student uses proper equipment in documenting the crime scene during field investigations. The student is expected to:	(E) create and plan on how to use digital investigative photography during an investigation and crime scene	(i) create digital investigative photography during an investigation
(3) The student uses proper equipment in documenting the crime scene during field investigations. The student is expected to:	(E) create and plan on how to use digital investigative photography during an investigation and crime scene	(ii) create digital investigative photography during [a] crime scene
(3) The student uses proper equipment in documenting the crime scene during field investigations. The student is expected to:	(E) create and plan on how to use digital investigative photography during an investigation and crime scene	(iii) plan on how to use digital investigative photography during an investigation

Knowledge and Skill Statement	Student Expectation	Breakout
(3) The student uses proper equipment in documenting the crime scene during field investigations. The student is expected to:	(E) create and plan on how to use digital investigative photography during an investigation and crime scene	(iv) plan on how to use digital investigative photography during [a] crime scene
(3) The student uses proper equipment in documenting the crime scene during field investigations. The student is expected to:	(F) collect and organize a photographic sequence of photographs of a crime scene such as injuries, tool marks, fingerprints, tire impressions, footprints, bite marks, and other related evidence	(i) collect a photographic sequence of photographs of a crime scene
(3) The student uses proper equipment in documenting the crime scene during field investigations. The student is expected to:	(F) collect and organize a photographic sequence of photographs of a crime scene such as injuries, tool marks, fingerprints, tire impressions, footprints, bite marks, and other related evidence	(ii) organize a photographic sequence of photographs of a crime scene
(3) The student uses proper equipment in documenting the crime scene during field investigations. The student is expected to:	(G) analyze, evaluate, make inferences, and predict occurrences of events based on photographic evidence	(i) analyze occurrences of events based on photographic evidence
(3) The student uses proper equipment in documenting the crime scene during field investigations. The student is expected to:	(G) analyze, evaluate, make inferences, and predict occurrences of events based on photographic evidence	(ii) evaluate occurrences of events based on photographic evidence
(3) The student uses proper equipment in documenting the crime scene during field investigations. The student is expected to:	(G) analyze, evaluate, make inferences, and predict occurrences of events based on photographic evidence	(iii) make inferences [about] occurrences of events based on photographic evidence
(3) The student uses proper equipment in documenting the crime scene during field investigations. The student is expected to:	(G) analyze, evaluate, make inferences, and predict occurrences of events based on photographic evidence	(iv) predict occurrences of events based on photographic evidence

Knowledge and Skill Statement	Student Expectation	Breakout
(3) The student uses proper equipment in documenting the crime scene during field investigations. The student is expected to:	(H) formulate ideas on admissibility of photographs in a court of law	(i) formulate ideas on admissibility of photographs in a court of law
(4) The student uses critical-thinking and problem-solving skills to create sketches for indoor and outdoor crime scenes. The student is expected to:	(A) create a plan and make observations before sketching a crime scene, both as an individual and as a team	(i) create a plan before sketching a crime scene, as an individual
(4) The student uses critical-thinking and problem-solving skills to create sketches for indoor and outdoor crime scenes. The student is expected to:	(A) create a plan and make observations before sketching a crime scene, both as an individual and as a team	(ii) create a plan before sketching a crime scene, as a team
(4) The student uses critical-thinking and problem-solving skills to create sketches for indoor and outdoor crime scenes. The student is expected to:	(A) create a plan and make observations before sketching a crime scene, both as an individual and as a team	(iii) make observations before sketching a crime scene, as an individual
(4) The student uses critical-thinking and problem-solving skills to create sketches for indoor and outdoor crime scenes. The student is expected to:	(A) create a plan and make observations before sketching a crime scene, both as an individual and as a team	(iv) make observations before sketching a crime scene, as a team
(4) The student uses critical-thinking and problem-solving skills to create sketches for indoor and outdoor crime scenes. The student is expected to:	(B) describe the elements of a crime scene sketch such as measurements, compass directions, scale of proportion, legend/key, and title	(i) describe the elements of a crime scene sketch
(4) The student uses critical-thinking and problem-solving skills to create sketches for indoor and outdoor crime scenes. The student is expected to:	(C) develop a crime scene sketch using coordinates or measurements from fixed points	(i) develop a crime scene sketch using coordinates or measurements from fixed points

Knowledge and Skill Statement	Student Expectation	Breakout
(4) The student uses critical-thinking and problem-solving skills to create sketches for indoor and outdoor crime scenes. The student is expected to:	(D) summarize the crime scene by taking notes and recording details	(i) summarize the crime scene by taking notes
(4) The student uses critical-thinking and problem-solving skills to create sketches for indoor and outdoor crime scenes. The student is expected to:	(D) summarize the crime scene by taking notes and recording details	(ii) summarize the crime scene by recording details
(4) The student uses critical-thinking and problem-solving skills to create sketches for indoor and outdoor crime scenes. The student is expected to:	(E) analyze and evaluate to assess the crime scene sketch	(i) analyze to assess the crime scene sketch
(4) The student uses critical-thinking and problem-solving skills to create sketches for indoor and outdoor crime scenes. The student is expected to:	(E) analyze and evaluate to assess the crime scene sketch	(ii) evaluate to assess the crime scene sketch
(4) The student uses critical-thinking and problem-solving skills to create sketches for indoor and outdoor crime scenes. The student is expected to:	(F) research and describe the final sketch such as finished scale drawing and computer assisted drawing	(i) research the final sketch
(4) The student uses critical-thinking and problem-solving skills to create sketches for indoor and outdoor crime scenes. The student is expected to:	(F) research and describe the final sketch such as finished scale drawing and computer assisted drawing	(ii) describe the final sketch
(5) The student explores writing effective reports for criminal investigations. The student is expected to:	(A) distinguish among organizing information, structuring the narrative, and composing the content	(i) distinguish among organizing information, structuring the narrative, and composing the content
(5) The student explores writing effective reports for criminal investigations. The student is expected to:	(B) identify the importance and uses of reports	(i) identify the importance of reports

Knowledge and Skill Statement	Student Expectation	Breakout
(5) The student explores writing effective reports for criminal investigations. The student is expected to:	(B) identify the importance and uses of reports	(ii) identify the uses of reports
(5) The student explores writing effective reports for criminal investigations. The student is expected to:	(C) analyze common problems with many investigative reports	(i) analyze common problems with many investigative reports
(5) The student explores writing effective reports for criminal investigations. The student is expected to:	(D) research ways to record and dictate for future report writing	(i) research ways to record for future report writing
(5) The student explores writing effective reports for criminal investigations. The student is expected to:	(D) research ways to record and dictate for future report writing	(ii) research ways to dictate for future report writing
(5) The student explores writing effective reports for criminal investigations. The student is expected to:	(E) demonstrate different ways to write a report such as in writing and computerized	(i) demonstrate different ways to write a report
(6) The student recognizes legal searches and the Fourth Amendment as it applies to searches. The student is expected to:	(A) analyze the exclusionary rule, inevitable discovery exception, and good faith exception	(i) analyze the exclusionary rule
(6) The student recognizes legal searches and the Fourth Amendment as it applies to searches. The student is expected to:	(A) analyze the exclusionary rule, inevitable discovery exception, and good faith exception	(ii) analyze the inevitable discovery exception
(6) The student recognizes legal searches and the Fourth Amendment as it applies to searches. The student is expected to:	(A) analyze the exclusionary rule, inevitable discovery exception, and good faith exception	(iii) analyze the good faith exception

Knowledge and Skill Statement	Student Expectation	Breakout
(6) The student recognizes legal searches and the Fourth Amendment as it applies to searches. The student is expected to:	(B) explain when an officer needs a search warrant or consent to search during an investigation	(i) explain when an officer needs a search warrant or consent to search during an investigation
(6) The student recognizes legal searches and the Fourth Amendment as it applies to searches. The student is expected to:	(C) research <i>Terry v. Ohio</i> and the legal ramifications it has on pat downs and frisks	(i) research <i>Terry v. Ohio</i>
(6) The student recognizes legal searches and the Fourth Amendment as it applies to searches. The student is expected to:	(C) research <i>Terry v. Ohio</i> and the legal ramifications it has on pat downs and frisks	(ii) research and the legal ramifications [Terry v. Ohio] has on pat downs
(6) The student recognizes legal searches and the Fourth Amendment as it applies to searches. The student is expected to:	(C) research <i>Terry v. Ohio</i> and the legal ramifications it has on pat downs and frisks	(iii) research and the legal ramifications [Terry v. Ohio] has on frisks
(6) The student recognizes legal searches and the Fourth Amendment as it applies to searches. The student is expected to:	(D) evaluate a search incident to an arrest	(i) evaluate a search incident to an arrest
(6) The student recognizes legal searches and the Fourth Amendment as it applies to searches. The student is expected to:	(E) describe searching during emergency situations and warrantless searches of vehicles	(i) describe searching during emergency situations
(6) The student recognizes legal searches and the Fourth Amendment as it applies to searches. The student is expected to:	(E) describe searching during emergency situations and warrantless searches of vehicles	(ii) describe warrantless searches of vehicles

Knowledge and Skill Statement	Student Expectation	Breakout
(6) The student recognizes legal searches and the Fourth Amendment as it applies to searches. The student is expected to:	(F) demonstrate how to conduct an inventory of a vehicle	(i) demonstrate how to conduct an inventory of a vehicle
(7) The student determines what search patterns should be used in exterior and interior searches of crime scenes. The student is expected to:	(A) analyze the precedents that were established by the <i>Carrol v. United States</i> , <i>Chambers v. Florida</i> , <i>Chimel v. California</i> , <i>Mapp v. Ohio</i> , <i>Terry v. Ohio</i> , and <i>Weeks v. United States</i> decisions	(i) analyze the precedents that were established by the <i>Carrol v. United States</i> decision
(7) The student determines what search patterns should be used in exterior and interior searches of crime scenes. The student is expected to:	(A) analyze the precedents that were established by the <i>Carrol v. United States</i> , <i>Chambers v. Florida</i> , <i>Chimel v. California</i> , <i>Mapp v. Ohio</i> , <i>Terry v. Ohio</i> , and <i>Weeks v. United States</i> decisions	(ii) analyze the precedents that were established by the <i>Chambers v. Florida</i> decision
(7) The student determines what search patterns should be used in exterior and interior searches of crime scenes. The student is expected to:	(A) analyze the precedents that were established by the <i>Carrol v. United States</i> , <i>Chambers v. Florida</i> , <i>Chimel v. California</i> , <i>Mapp v. Ohio</i> , <i>Terry v. Ohio</i> , and <i>Weeks v. United States</i> decisions	(iii) analyze the precedents that were established by the <i>Chimel v. California</i> decision
(7) The student determines what search patterns should be used in exterior and interior searches of crime scenes. The student is expected to:	(A) analyze the precedents that were established by the <i>Carrol v. United States</i> , <i>Chambers v. Florida</i> , <i>Chimel v. California</i> , <i>Mapp v. Ohio</i> , <i>Terry v. Ohio</i> , and <i>Weeks v. United States</i> decisions	(iv) analyze the precedents that were established by the <i>Mapp v. Ohio</i> decision
(7) The student determines what search patterns should be used in exterior and interior searches of crime scenes. The student is expected to:	(A) analyze the precedents that were established by the <i>Carrol v. United States</i> , <i>Chambers v. Florida</i> , <i>Chimel v. California</i> , <i>Mapp v. Ohio</i> , <i>Terry v. Ohio</i> , and <i>Weeks v. United States</i> decisions	(v) analyze the precedents that were established by the <i>Terry v. Ohio</i> decision

Knowledge and Skill Statement	Student Expectation	Breakout
(7) The student determines what search patterns should be used in exterior and interior searches of crime scenes. The student is expected to:	(A) analyze the precedents that were established by the <i>Carrol v. United States</i> , <i>Chambers v. Florida</i> , <i>Chimel v. California</i> , <i>Mapp v. Ohio</i> , <i>Terry v. Ohio</i> , and <i>Weeks v. United States</i> decisions	(vi) analyze the precedents that were established by the <i>Weeks v. United States</i> decision
(7) The student determines what search patterns should be used in exterior and interior searches of crime scenes. The student is expected to:	(B) conduct a systematic search of a simulated crime scene for physical evidence following crime scene search patterns such as spiral, line, grid, and strip	(i) conduct a systematic search of a simulated crime scene for physical evidence following crime scene search patterns
(7) The student determines what search patterns should be used in exterior and interior searches of crime scenes. The student is expected to:	(C) demonstrate how to conduct building, vehicle, suspect, and dead body searches	(i) demonstrate how to conduct building searches
(7) The student determines what search patterns should be used in exterior and interior searches of crime scenes. The student is expected to:	(C) demonstrate how to conduct building, vehicle, suspect, and dead body searches	(ii) demonstrate how to conduct vehicle searches
(7) The student determines what search patterns should be used in exterior and interior searches of crime scenes. The student is expected to:	(C) demonstrate how to conduct building, vehicle, suspect, and dead body searches	(iii) demonstrate how to conduct suspect searches
(7) The student determines what search patterns should be used in exterior and interior searches of crime scenes. The student is expected to:	(C) demonstrate how to conduct building, vehicle, suspect, and dead body searches	(iv) demonstrate how to conduct dead body searches
(7) The student determines what search patterns should be used in exterior and interior searches of crime scenes. The student is expected to:	(D) explain how police canines are used to conduct legal searches	(i) explain how police canines are used to conduct legal searches

Knowledge and Skill Statement	Student Expectation	Breakout
(8) The student recognizes the procedures of evidence collection while maintaining the integrity of a crime scene. The student is expected to:	(A) compare and contrast the roles of crime scene investigators, detectives, and crime scene investigators	(i) compare and contrast the roles of crime scene investigators, detectives, and crime scene investigators
(8) The student recognizes the procedures of evidence collection while maintaining the integrity of a crime scene. The student is expected to:	(B) demonstrate the ability to work as a member of a team	(i) demonstrate the ability to work as a member of a team
(8) The student recognizes the procedures of evidence collection while maintaining the integrity of a crime scene. The student is expected to:	(C) discover and recognize evidence at a simulated crime scene	(i) discover evidence at a simulated crime scene
(8) The student recognizes the procedures of evidence collection while maintaining the integrity of a crime scene. The student is expected to:	(C) discover and recognize evidence at a simulated crime scene	(ii) recognize evidence at a simulated crime scene
(8) The student recognizes the procedures of evidence collection while maintaining the integrity of a crime scene. The student is expected to:	(D) apply knowledge of the elements of criminal law that guide search and seizure of persons, property, and evidence	(i) apply knowledge of the elements of criminal law that guide search of persons
(8) The student recognizes the procedures of evidence collection while maintaining the integrity of a crime scene. The student is expected to:	(D) apply knowledge of the elements of criminal law that guide search and seizure of persons, property, and evidence	(ii) apply knowledge of the elements of criminal law that guide search of property
(8) The student recognizes the procedures of evidence collection while maintaining the integrity of a crime scene. The student is expected to:	(D) apply knowledge of the elements of criminal law that guide search and seizure of persons, property, and evidence	(iii) apply knowledge of the elements of criminal law that guide search of evidence

Knowledge and Skill Statement	Student Expectation	Breakout
(8) The student recognizes the procedures of evidence collection while maintaining the integrity of a crime scene. The student is expected to:	(D) apply knowledge of the elements of criminal law that guide search and seizure of persons, property, and evidence	(iv) apply knowledge of the elements of criminal law that guide seizure of persons
(8) The student recognizes the procedures of evidence collection while maintaining the integrity of a crime scene. The student is expected to:	(D) apply knowledge of the elements of criminal law that guide search and seizure of persons, property, and evidence	(v) apply knowledge of the elements of criminal law that guide seizure of property
(8) The student recognizes the procedures of evidence collection while maintaining the integrity of a crime scene. The student is expected to:	(D) apply knowledge of the elements of criminal law that guide search and seizure of persons, property, and evidence	(vi) apply knowledge of the elements of criminal law that guide seizure of evidence
(8) The student recognizes the procedures of evidence collection while maintaining the integrity of a crime scene. The student is expected to:	(E) outline the chain-of-custody procedure for evidence discovered in a crime scene	(i) outline the chain-of-custody procedure for evidence discovered in a crime scene
(8) The student recognizes the procedures of evidence collection while maintaining the integrity of a crime scene. The student is expected to:	(F) demonstrate proper techniques for collecting, marking, photographing, packaging, preserving, and transporting physical evidence found at a crime scene	(i) demonstrate proper techniques for collecting physical evidence found at a crime scene
(8) The student recognizes the procedures of evidence collection while maintaining the integrity of a crime scene. The student is expected to:	(F) demonstrate proper techniques for collecting, marking, photographing, packaging, preserving, and transporting physical evidence found at a crime scene	(ii) demonstrate proper techniques for marking physical evidence found at a crime scene
(8) The student recognizes the procedures of evidence collection while maintaining the integrity of a crime scene. The student is expected to:	(F) demonstrate proper techniques for collecting, marking, photographing, packaging, preserving, and transporting physical evidence found at a crime scene	(iii) demonstrate proper techniques for photographing physical evidence found at a crime scene

Knowledge and Skill Statement	Student Expectation	Breakout
(8) The student recognizes the procedures of evidence collection while maintaining the integrity of a crime scene. The student is expected to:	(F) demonstrate proper techniques for collecting, marking, photographing, packaging, preserving, and transporting physical evidence found at a crime scene	(iv) demonstrate proper techniques for packaging physical evidence found at a crime scene
(8) The student recognizes the procedures of evidence collection while maintaining the integrity of a crime scene. The student is expected to:	(F) demonstrate proper techniques for collecting, marking, photographing, packaging, preserving, and transporting physical evidence found at a crime scene	(v) demonstrate proper techniques for preserving physical evidence found at a crime scene
(8) The student recognizes the procedures of evidence collection while maintaining the integrity of a crime scene. The student is expected to:	(F) demonstrate proper techniques for collecting, marking, photographing, packaging, preserving, and transporting physical evidence found at a crime scene	(vi) demonstrate proper techniques for transporting physical evidence found at a crime scene
(8) The student recognizes the procedures of evidence collection while maintaining the integrity of a crime scene. The student is expected to:	(G) explain and demonstrate the use of video and still photography to preserve a simulated crime scene	(i) explain the use of video to preserve a simulated crime scene
(8) The student recognizes the procedures of evidence collection while maintaining the integrity of a crime scene. The student is expected to:	(G) explain and demonstrate the use of video and still photography to preserve a simulated crime scene	(ii) explain the use of still photography to preserve a simulated crime scene
(8) The student recognizes the procedures of evidence collection while maintaining the integrity of a crime scene. The student is expected to:	(G) explain and demonstrate the use of video and still photography to preserve a simulated crime scene	(iii) demonstrate the use of video to preserve a simulated crime scene
(8) The student recognizes the procedures of evidence collection while maintaining the integrity of a crime scene. The student is expected to:	(G) explain and demonstrate the use of video and still photography to preserve a simulated crime scene	(iv) demonstrate the use of still photography to preserve a simulated crime scene

Knowledge and Skill Statement	Student Expectation	Breakout
(8) The student recognizes the procedures of evidence collection while maintaining the integrity of a crime scene. The student is expected to:	(H) analyze the use of evidence in a court of law	(i) analyze the use of evidence in a court of law
(9) The student recognizes the methods to process and analyze trace evidence commonly found in a crime scene. The student is expected to:	(A) demonstrate how to process trace evidence such as glass, blood, paint, fibers, and hair collected in a simulated crime scene	(i) demonstrate how to process trace evidence
(9) The student recognizes the methods to process and analyze trace evidence commonly found in a crime scene. The student is expected to:	(B) identify shoe and tire impressions from sample impressions	(i) identify shoe impressions from sample impressions
(9) The student recognizes the methods to process and analyze trace evidence commonly found in a crime scene. The student is expected to:	(B) identify shoe and tire impressions from sample impressions	(ii) identify tire impressions from sample impressions
(9) The student recognizes the methods to process and analyze trace evidence commonly found in a crime scene. The student is expected to:	(C) determine the direction of a projectile by examining glass fractures	(i) determine the direction of a projectile by examining glass fractures
(9) The student recognizes the methods to process and analyze trace evidence commonly found in a crime scene. The student is expected to:	(D) analyze bite marks from crime scenes and investigations	(i) analyze bite marks from crime scenes
(9) The student recognizes the methods to process and analyze trace evidence commonly found in a crime scene. The student is expected to:	(D) analyze bite marks from crime scenes and investigations	(ii) analyze bite marks from investigations

Knowledge and Skill Statement	Student Expectation	Breakout
(9) The student recognizes the methods to process and analyze trace evidence commonly found in a crime scene. The student is expected to:	(E) compare and contrast the microscopic characteristics of the human hair and animal hair	(i) compare and contrast the microscopic characteristics of the human hair and animal hair
(9) The student recognizes the methods to process and analyze trace evidence commonly found in a crime scene. The student is expected to:	(F) differentiate between natural and synthetic fibers	(i) differentiate between natural and synthetic fibers
(10) The student analyzes collected fingerprints or impressions from a simulated crime scene. The student is expected to:	(A) compare the three major fingerprint patterns of arches, loops, and whorls and their respective subclasses	(i) compare the three major fingerprint patterns of arches, loops, and whorls and their respective subclasses
(10) The student analyzes collected fingerprints or impressions from a simulated crime scene. The student is expected to:	(B) identify minutiae of fingerprints, including bifurcations, ending ridges, islands, dots, short ridges, and enclosures	(i) identify minutiae of fingerprints, including bifurcations
(10) The student analyzes collected fingerprints or impressions from a simulated crime scene. The student is expected to:	(B) identify minutiae of fingerprints, including bifurcations, ending ridges, islands, dots, short ridges, and enclosures	(ii) identify minutiae of fingerprints, including ending ridges
(10) The student analyzes collected fingerprints or impressions from a simulated crime scene. The student is expected to:	(B) identify minutiae of fingerprints, including bifurcations, ending ridges, islands, dots, short ridges, and enclosures	(iii) identify minutiae of fingerprints, including islands
(10) The student analyzes collected fingerprints or impressions from a simulated crime scene. The student is expected to:	(B) identify minutiae of fingerprints, including bifurcations, ending ridges, islands, dots, short ridges, and enclosures	(iv) identify minutiae of fingerprints, including dots

Knowledge and Skill Statement	Student Expectation	Breakout
(10) The student analyzes collected fingerprints or impressions from a simulated crime scene. The student is expected to:	(B) identify minutiae of fingerprints, including bifurcations, ending ridges, islands, dots, short ridges, and enclosures	(v) identify minutiae of fingerprints, including short ridges
(10) The student analyzes collected fingerprints or impressions from a simulated crime scene. The student is expected to:	(B) identify minutiae of fingerprints, including bifurcations, ending ridges, islands, dots, short ridges, and enclosures	(vi) identify minutiae of fingerprints, including enclosures
(10) The student analyzes collected fingerprints or impressions from a simulated crime scene. The student is expected to:	(C) distinguish among patent, plastic, and latent impressions	(i) distinguish among patent, plastic, and latent impressions
(10) The student analyzes collected fingerprints or impressions from a simulated crime scene. The student is expected to:	(D) perform laboratory procedures for lifting latent prints on porous and nonporous objects using chemicals such as iodine, ninhydrin, silver nitrate, and cyanoacrylate resin	(i) perform laboratory procedures for lifting latent prints on porous objects using chemicals
(10) The student analyzes collected fingerprints or impressions from a simulated crime scene. The student is expected to:	(D) perform laboratory procedures for lifting latent prints on porous and nonporous objects using chemicals such as iodine, ninhydrin, silver nitrate, and cyanoacrylate resin	(ii) perform laboratory procedures for lifting latent prints on nonporous objects using chemicals
(10) The student analyzes collected fingerprints or impressions from a simulated crime scene. The student is expected to:	(E) perform laboratory procedures for lifting latent prints on nonporous objects using fingerprint powders such as black powder and florescent powders	(i) perform laboratory procedures for lifting latent prints on nonporous objects using fingerprint powders
(10) The student analyzes collected fingerprints or impressions from a simulated crime scene. The student is expected to:	(F) explain the Automated Fingerprint Identification System (AFIS) and describe the characteristics examined in AFIS	(i) explain the Automated Fingerprint Identification System (AFIS)

Knowledge and Skill Statement	Student Expectation	Breakout
(10) The student analyzes collected fingerprints or impressions from a simulated crime scene. The student is expected to:	(F) explain the Automated Fingerprint Identification System (AFIS) and describe the characteristics examined in AFIS	(ii) describe the characteristics examined in AFIS
(10) The student analyzes collected fingerprints or impressions from a simulated crime scene. The student is expected to:	(G) compare impression evidence collected at a simulated crime scene with the known impression	(i) compare impression evidence collected at a simulated crime scene with the known impression
(11) The student analyzes blood spatter at a simulated crime scene. The student is expected to:	(A) analyze blood stain patterns based on source, direction, and angle of trajectory	(i) analyze blood stain patterns based on source
(11) The student analyzes blood spatter at a simulated crime scene. The student is expected to:	(A) analyze blood stain patterns based on source, direction, and angle of trajectory	(ii) analyze blood stain patterns based on direction
(11) The student analyzes blood spatter at a simulated crime scene. The student is expected to:	(A) analyze blood stain patterns based on source, direction, and angle of trajectory	(iii) analyze blood stain patterns based on angle of trajectory
(11) The student analyzes blood spatter at a simulated crime scene. The student is expected to:	(B) explain the method of chemically identifying and locating an invisible blood stain using reagents such as luminol	(i) explain the method of chemically identifying an invisible blood stain using reagents
(11) The student analyzes blood spatter at a simulated crime scene. The student is expected to:	(B) explain the method of chemically identifying and locating an invisible blood stain using reagents such as luminol	(ii) explain the method of chemically locating an invisible blood stain using reagents
(12) The student explores toxicology laboratory procedures in crime labs. The student is expected to:	(A) analyze the absorption, distribution, and elimination of alcohol through the human body	(i) analyze the absorption of alcohol through the human body

Knowledge and Skill Statement	Student Expectation	Breakout
(12) The student explores toxicology laboratory procedures in crime labs. The student is expected to:	(A) analyze the absorption, distribution, and elimination of alcohol through the human body	(ii) analyze the distribution of alcohol through the human body
(12) The student explores toxicology laboratory procedures in crime labs. The student is expected to:	(A) analyze the absorption, distribution, and elimination of alcohol through the human body	(iii) analyze the elimination of alcohol through the human body
(12) The student explores toxicology laboratory procedures in crime labs. The student is expected to:	(B) research the blood alcohol laboratory procedures as they relate to blood alcohol concentration	(i) research the blood alcohol laboratory procedures as they relate to blood alcohol concentration
(12) The student explores toxicology laboratory procedures in crime labs. The student is expected to:	(C) explain the levels of tolerance and impairment due to alcohol consumption	(i) explain the levels of tolerance
(12) The student explores toxicology laboratory procedures in crime labs. The student is expected to:	(C) explain the levels of tolerance and impairment due to alcohol consumption	(ii) explain the levels of impairment due to alcohol consumption
(12) The student explores toxicology laboratory procedures in crime labs. The student is expected to:	(D) explain the precautions necessary for proper preservation of blood samples while at a crime scene	(i) explain the precautions necessary for proper preservation of blood samples while at a crime scene
(13) The student explores serology laboratory procedures in criminal investigations. The student is expected to:	(A) explain crime laboratory procedures to determine if a stain detected in a crime scene is blood	(i) explain crime laboratory procedures to determine if a stain detected in a crime scene is blood
(13) The student explores serology laboratory procedures in criminal investigations. The student is expected to:	(B) research methodologies used to collect and analyze other body fluids	(i) research methodologies used to collect other body fluids

Knowledge and Skill Statement	Student Expectation	Breakout
(13) The student explores serology laboratory procedures in criminal investigations. The student is expected to:	(B) research methodologies used to collect and analyze other body fluids	(ii) research methodologies used to analyze other body fluids
(14) The student identifies drugs found at a simulated crime scene. The student is expected to:	(A) classify controlled substances using the schedules under the Controlled Substances Act	(i) classify controlled substances using the schedules under the Controlled Substances Act
(14) The student identifies drugs found at a simulated crime scene. The student is expected to:	(B) identify controlled substances	(i) identify controlled substances
(15) The student evaluates bullet and tool mark impressions in a criminal investigation. The student is expected to:	(A) explain the individual characteristics of tool marks	(i) explain the individual characteristics of tool marks
(15) The student evaluates bullet and tool mark impressions in a criminal investigation. The student is expected to:	(B) describe the mechanism of modern firearms	(i) describe the mechanism of modern firearms
(15) The student evaluates bullet and tool mark impressions in a criminal investigation. The student is expected to:	(C) recognize characteristics of bullet and cartridge cases	(i) recognize characteristics of bullet cases
(15) The student evaluates bullet and tool mark impressions in a criminal investigation. The student is expected to:	(C) recognize characteristics of bullet and cartridge cases	(ii) recognize characteristics of cartridge cases
(15) The student evaluates bullet and tool mark impressions in a criminal investigation. The student is expected to:	(D) describe the composition of and method of analysis for gunshot residue and primer residue	(i) describe the composition of gunshot residue

Knowledge and Skill Statement	Student Expectation	Breakout
(15) The student evaluates bullet and tool mark impressions in a criminal investigation. The student is expected to:	(D) describe the composition of and method of analysis for gunshot residue and primer residue	(ii) describe the composition of primer residue
(15) The student evaluates bullet and tool mark impressions in a criminal investigation. The student is expected to:	(D) describe the composition of and method of analysis for gunshot residue and primer residue	(iii) describe the method of analysis for gunshot residue
(15) The student evaluates bullet and tool mark impressions in a criminal investigation. The student is expected to:	(D) describe the composition of and method of analysis for gunshot residue and primer residue	(iv) describe the method of analysis for primer residue
(15) The student evaluates bullet and tool mark impressions in a criminal investigation. The student is expected to:	(E) recognize the type of information available through the National Integrated Ballistics Information Network	(i) recognize the type of information available through the National Integrated Ballistics Information Network
(16) The student calculates the time and cause of death in relationship to decomposition of the human body. The student is expected to:	(A) explain the process and timeline of rigor mortis and its role in calculating time of death	(i) explain the process of rigor mortis
(16) The student calculates the time and cause of death in relationship to decomposition of the human body. The student is expected to:	(A) explain the process and timeline of rigor mortis and its role in calculating time of death	(ii) explain the timeline of rigor mortis
(16) The student calculates the time and cause of death in relationship to decomposition of the human body. The student is expected to:	(A) explain the process and timeline of rigor mortis and its role in calculating time of death	(iii) explain the role [of rigor mortis] in calculating time of death

Knowledge and Skill Statement	Student Expectation	Breakout
(16) The student calculates the time and cause of death in relationship to decomposition of the human body. The student is expected to:	(B) explain post mortem lividity and its importance when processing a crime scene	(i) explain post mortem lividity
(16) The student calculates the time and cause of death in relationship to decomposition of the human body. The student is expected to:	(B) explain post mortem lividity and its importance when processing a crime scene	(ii) explain [post mortem lividity's] importance when processing a crime scene
(16) The student calculates the time and cause of death in relationship to decomposition of the human body. The student is expected to:	(C) determine time of death using entomology	(i) determine time of death using entomology
(16) The student calculates the time and cause of death in relationship to decomposition of the human body. The student is expected to:	(D) determine time and cause of death methodologies through case studies	(i) determine time of death methodologies through case studies
(16) The student calculates the time and cause of death in relationship to decomposition of the human body. The student is expected to:	(D) determine time and cause of death methodologies through case studies	(ii) determine cause of death methodologies through case studies
(17) The student understands how physical evidence can provide a basis for questioning people about a crime and how questioning can provide leads for finding physical evidence. The student is expected to:	(A) explain the terms <i>victim</i> , <i>complainant</i> , <i>witness</i> , and <i>suspect</i> as they apply to a criminal investigation	(i) explain the term <i>victim</i> as [it] appl[ies] to a criminal investigation
(17) The student understands how physical evidence can provide a basis for questioning people about a crime and how questioning can provide leads for finding physical evidence. The student is expected to:	(A) explain the terms <i>victim</i> , <i>complainant</i> , <i>witness</i> , and <i>suspect</i> as they apply to a criminal investigation	(ii) explain the term <i>complainant</i> as [it] appl[ies] to a criminal investigation

Knowledge and Skill Statement	Student Expectation	Breakout
(17) The student understands how physical evidence can provide a basis for questioning people about a crime and how questioning can provide leads for finding physical evidence. The student is expected to:	(A) explain the terms <i>victim</i> , <i>complainant</i> , <i>witness</i> , and <i>suspect</i> as they apply to a criminal investigation	(i) explain the term <i>witness</i> as [it] appl[ies] to a criminal investigation
(17) The student understands how physical evidence can provide a basis for questioning people about a crime and how questioning can provide leads for finding physical evidence. The student is expected to:	(A) explain the terms <i>victim</i> , <i>complainant</i> , <i>witness</i> , and <i>suspect</i> as they apply to a criminal investigation	(i) explain the term <i>suspect</i> as [it] appl[ies] to a criminal investigation
(17) The student understands how physical evidence can provide a basis for questioning people about a crime and how questioning can provide leads for finding physical evidence. The student is expected to:	(B) demonstrate interviewing and interrogating throughout an investigation	(i) demonstrate interviewing throughout an investigation
(17) The student understands how physical evidence can provide a basis for questioning people about a crime and how questioning can provide leads for finding physical evidence. The student is expected to:	(B) demonstrate interviewing and interrogating throughout an investigation	(ii) demonstrate interrogating throughout an investigation
(17) The student understands how physical evidence can provide a basis for questioning people about a crime and how questioning can provide leads for finding physical evidence. The student is expected to:	(C) demonstrate effective questioning techniques and positive communication skills	(i) demonstrate effective questioning techniques
(17) The student understands how physical evidence can provide a basis for questioning people about a crime and how questioning can provide leads for finding physical evidence. The student is expected to:	(C) demonstrate effective questioning techniques and positive communication skills	(ii) demonstrate positive communication skills

Knowledge and Skill Statement	Student Expectation	Breakout
(17) The student understands how physical evidence can provide a basis for questioning people about a crime and how questioning can provide leads for finding physical evidence. The student is expected to:	(D) analyze the importance of reading the Miranda Warnings during interviewing and interrogating	(i) analyze the importance of reading the Miranda Warnings during interviewing
(17) The student understands how physical evidence can provide a basis for questioning people about a crime and how questioning can provide leads for finding physical evidence. The student is expected to:	(D) analyze the importance of reading the Miranda Warnings during interviewing and interrogating	(ii) analyze the importance of reading the Miranda Warnings during interrogating
(17) The student understands how physical evidence can provide a basis for questioning people about a crime and how questioning can provide leads for finding physical evidence. The student is expected to:	(E) describe the techniques used to interview and question children and juveniles	(i) describe the techniques used to interview children
(17) The student understands how physical evidence can provide a basis for questioning people about a crime and how questioning can provide leads for finding physical evidence. The student is expected to:	(E) describe the techniques used to interview and question children and juveniles	(ii) describe the techniques used to interview juveniles
(17) The student understands how physical evidence can provide a basis for questioning people about a crime and how questioning can provide leads for finding physical evidence. The student is expected to:	(E) describe the techniques used to interview and question children and juveniles	(iii) describe the techniques used to question children
(17) The student understands how physical evidence can provide a basis for questioning people about a crime and how questioning can provide leads for finding physical evidence. The student is expected to:	(E) describe the techniques used to interview and question children and juveniles	(iv) describe the techniques used to question juveniles

Knowledge and Skill Statement	Student Expectation	Breakout
(18) The student develops a suspect profile when there is not a suspect at the crime scene and a suspect is not apprehended nearby. The student is expected to:	(A) compile information provided by victims, witnesses, and other persons likely to know about the crime or the suspect	(i) compile information provided by victims
(18) The student develops a suspect profile when there is not a suspect at the crime scene and a suspect is not apprehended nearby. The student is expected to:	(A) compile information provided by victims, witnesses, and other persons likely to know about the crime or the suspect	(ii) compile information provided by witnesses
(18) The student develops a suspect profile when there is not a suspect at the crime scene and a suspect is not apprehended nearby. The student is expected to:	(A) compile information provided by victims, witnesses, and other persons likely to know about the crime or the suspect	(iii) compile information provided by other persons likely to know about the crime or the suspect
(18) The student develops a suspect profile when there is not a suspect at the crime scene and a suspect is not apprehended nearby. The student is expected to:	(B) examine physical evidence left at the crime scene to determine a suspect profile	(i) examine physical evidence left at the crime scene to determine a suspect profile
(18) The student develops a suspect profile when there is not a suspect at the crime scene and a suspect is not apprehended nearby. The student is expected to:	(C) identify a suspect Modus Operandi at a crime scene	(i) identify a suspect Modus Operandi at a crime scene
(18) The student develops a suspect profile when there is not a suspect at the crime scene and a suspect is not apprehended nearby. The student is expected to:	(D) analyze computerized composite sketch applications such as Identi-Kit	(i) analyze computerized composite sketch applications
(18) The student develops a suspect profile when there is not a suspect at the crime scene and a suspect is not apprehended nearby. The student is expected to:	(E) describe techniques used to create photo line ups, identification, and mug shots	(i) describe techniques used to create photo line ups

Knowledge and Skill Statement	Student Expectation	Breakout
(18) The student develops a suspect profile when there is not a suspect at the crime scene and a suspect is not apprehended nearby. The student is expected to:	(E) describe techniques used to create photo line ups, identification, and mug shots	(ii) describe techniques used to create photo identification
(18) The student develops a suspect profile when there is not a suspect at the crime scene and a suspect is not apprehended nearby. The student is expected to:	(E) describe techniques used to create photo line ups, identification, and mug shots	(iii) describe techniques used to create photo mug shots
(18) The student develops a suspect profile when there is not a suspect at the crime scene and a suspect is not apprehended nearby. The student is expected to:	(F) research audio, video, and electronic surveillance	(i) research audio surveillance
(18) The student develops a suspect profile when there is not a suspect at the crime scene and a suspect is not apprehended nearby. The student is expected to:	(F) research audio, video, and electronic surveillance	(ii) research video surveillance
(18) The student develops a suspect profile when there is not a suspect at the crime scene and a suspect is not apprehended nearby. The student is expected to:	(F) research audio, video, and electronic surveillance	(iii) research electronic surveillance

Subject	Chapter 130. Career and Technical Education, Subchapter L. Law, Public Safety, Corrections, and Security
Course Title	§130.339. Forensic Science (One Credit), Adopted 2015.
<p>(a) General Requirements. The course is recommended for students in Grades 11 and 12. Prerequisites: Biology and Chemistry. Recommended prerequisite or corequisite: any Law, Public Safety, Corrections, and Security Career Cluster course. Students must meet the 40% laboratory and fieldwork requirement. This course satisfies a high school science graduation requirement. Students shall be awarded one credit for successful completion of this course.</p>	
<p>(b) Introduction.</p>	
<p>(1) Career and technical education instruction provides content aligned with challenging academic standards and relevant technical knowledge and skills for students to further their education and succeed in current or emerging professions.</p> <p>(2) The Law, Public Safety, Corrections, and Security Career Cluster focuses on planning, managing, and providing legal services, public safety, protective services, and homeland security, including professional and technical support services.</p> <p>(3) Forensic Science is a course that introduces students to the application of science to connect a violation of law to a specific criminal, criminal act, or behavior and victim. Students will learn terminology and procedures related to the search and examination of physical evidence in criminal cases as they are performed in a typical crime laboratory. Using scientific methods, students will collect and analyze evidence such as fingerprints, bodily fluids, hairs, fibers, paint, glass, and cartridge cases. Students will also learn the history and the legal aspects as they relate to each discipline of forensic science.</p> <p>(4) Science, as defined by the National Academy of Sciences, is the "use of evidence to construct testable explanations and predictions of natural phenomena, as well as the knowledge generated through this process." This vast body of changing and increasing knowledge is described by physical, mathematical, and conceptual models. Students should know that some questions are outside the realm of science because they deal with phenomena that are not scientifically testable.</p> <p>(5) Scientific inquiry is the planned and deliberate investigation of the natural world. Scientific methods of investigation can be experimental, descriptive, or comparative. The method chosen should be appropriate to the question being asked.</p> <p>(6) Scientific decision making is a way of answering questions about the natural world. Students should be able to distinguish between scientific decision-making methods and ethical and social decisions that involve the application of scientific information.</p> <p>(7) A system is a collection of cycles, structures, and processes that interact. All systems have basic properties that can be described in terms of space, time, energy, and matter. Change and constancy occur in systems as patterns and can be observed, measured, and modeled. These patterns help to make predictions that can be scientifically tested. Students should analyze a system in terms of its components and how these components relate to each other, to the whole, and to the external environment.</p> <p>(8) Students are encouraged to participate in extended learning experiences such as career and technical student organizations and other leadership or extracurricular organizations.</p> <p>(9) Statements that contain the word "including" reference content that must be mastered, while those containing the phrase "such as" are intended as possible illustrative examples.</p>	

(c) Knowledge and Skills.		
Knowledge and Skill Statement	Student Expectation	Breakout
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to achieve business and industry employability skills standards such as attendance, punctuality, meeting deadlines, working toward personal/team goals every day, and ethical use of technology.	[A] achieve business and industry employability skills standards such as attendance, punctuality, meeting deadlines, working toward personal/team goals every day, and ethical use of technology	(i) achieve business and industry employability skills standards
(2) The student, for at least 40% of instructional time, conducts laboratory and/or field investigations using safe, environmentally appropriate, and ethical practices. The student is expected to:	(A) demonstrate safe practices during laboratory and field investigations	(i) demonstrate safe practices during laboratory investigations
(2) The student, for at least 40% of instructional time, conducts laboratory and/or field investigations using safe, environmentally appropriate, and ethical practices. The student is expected to:	(A) demonstrate safe practices during laboratory and field investigations	(ii) demonstrate safe practices during field investigations
(2) The student, for at least 40% of instructional time, conducts laboratory and/or field investigations using safe, environmentally appropriate, and ethical practices. The student is expected to:	(B) demonstrate an understanding of the use and conservation of resources and the proper disposal or recycling of materials	(i) demonstrate an understanding of the use of resources
(2) The student, for at least 40% of instructional time, conducts laboratory and/or field investigations using safe, environmentally appropriate, and ethical practices. The student is expected to:	(B) demonstrate an understanding of the use and conservation of resources and the proper disposal or recycling of materials	(ii) demonstrate an understanding of the conservation of resources

Knowledge and Skill Statement	Student Expectation	Breakout
(2) The student, for at least 40% of instructional time, conducts laboratory and/or field investigations using safe, environmentally appropriate, and ethical practices. The student is expected to:	(B) demonstrate an understanding of the use and conservation of resources and the proper disposal or recycling of materials	(iii) demonstrate an understanding of the proper disposal or recycling of materials
(3) The student uses scientific methods and equipment during laboratory and field investigations. The student is expected to:	(A) know the definition of science and understand that it has limitations, as specified in subsection (b)(4) of this section	(i) know the definition of science, as specified in subsection (b)(4) of this section
(3) The student uses scientific methods and equipment during laboratory and field investigations. The student is expected to:	(A) know the definition of science and understand that it has limitations, as specified in subsection (b)(4) of this section	(ii) understand that [science] has limitations, as specified in subsection (b)(4) of this section
(3) The student uses scientific methods and equipment during laboratory and field investigations. The student is expected to:	(B) know that scientific hypotheses are tentative and testable statements that must be capable of being supported or not supported by observational evidence. Hypotheses of durable explanatory power that have been tested over a wide variety of conditions are incorporated into theories	(i) know that hypotheses are tentative statements that must be capable of being supported or not supported by observational evidence
(3) The student uses scientific methods and equipment during laboratory and field investigations. The student is expected to:	(B) know that scientific hypotheses are tentative and testable statements that must be capable of being supported or not supported by observational evidence. Hypotheses of durable explanatory power that have been tested over a wide variety of conditions are incorporated into theories	(ii) know that hypotheses are testable statements that must be capable of being supported or not supported by observational evidence

Knowledge and Skill Statement	Student Expectation	Breakout
<p>(3) The student uses scientific methods and equipment during laboratory and field investigations. The student is expected to:</p>	<p>(B) know that scientific hypotheses are tentative and testable statements that must be capable of being supported or not supported by observational evidence. Hypotheses of durable explanatory power that have been tested over a wide variety of conditions are incorporated into theories</p>	<p>(iii) [know that] hypotheses of durable explanatory power which have been tested over a wide variety of conditions are incorporated into theories</p>
<p>(3) The student uses scientific methods and equipment during laboratory and field investigations. The student is expected to:</p>	<p>(C) know scientific theories are based on natural and physical phenomena and are capable of being tested by multiple independent researchers. Unlike hypotheses, scientific theories are well-established and highly reliable explanations, but they may be subject to change as new areas of science and new technologies are developed</p>	<p>(i) know [that] scientific theories are based on natural and physical phenomena</p>
<p>(3) The student uses scientific methods and equipment during laboratory and field investigations. The student is expected to:</p>	<p>(C) know scientific theories are based on natural and physical phenomena and are capable of being tested by multiple independent researchers. Unlike hypotheses, scientific theories are well-established and highly reliable explanations, but they may be subject to change as new areas of science and new technologies are developed</p>	<p>(ii) know [that] scientific theories are capable of being tested by multiple independent researchers</p>
<p>(3) The student uses scientific methods and equipment during laboratory and field investigations. The student is expected to:</p>	<p>(C) know scientific theories are based on natural and physical phenomena and are capable of being tested by multiple independent researchers. Unlike hypotheses, scientific theories are well-established and highly reliable explanations, but they may be subject to change as new areas of science and new technologies are developed</p>	<p>(iii) [know that] unlike hypotheses, scientific theories are well-established explanations</p>

Knowledge and Skill Statement	Student Expectation	Breakout
(3) The student uses scientific methods and equipment during laboratory and field investigations. The student is expected to:	(C) know scientific theories are based on natural and physical phenomena and are capable of being tested by multiple independent researchers. Unlike hypotheses, scientific theories are well-established and highly reliable explanations, but they may be subject to change as new areas of science and new technologies are developed	(iv) [know that], unlike hypotheses, scientific theories are highly-reliable explanations
(3) The student uses scientific methods and equipment during laboratory and field investigations. The student is expected to:	(C) know scientific theories are based on natural and physical phenomena and are capable of being tested by multiple independent researchers. Unlike hypotheses, scientific theories are well-established and highly reliable explanations, but they may be subject to change as new areas of science and new technologies are developed	(v) [know that] scientific theories may be subject to change as new areas of science are developed
(3) The student uses scientific methods and equipment during laboratory and field investigations. The student is expected to:	(C) know scientific theories are based on natural and physical phenomena and are capable of being tested by multiple independent researchers. Unlike hypotheses, scientific theories are well-established and highly reliable explanations, but they may be subject to change as new areas of science and new technologies are developed	(vi) [know that] scientific theories may be subject to change as new technologies are developed
(3) The student uses scientific methods and equipment during laboratory and field investigations. The student is expected to:	(D) distinguish between scientific hypotheses and scientific theories	(i) distinguish between scientific hypotheses and scientific theories
(3) The student uses scientific methods and equipment during laboratory and field investigations. The student is expected to:	(E) plan and implement descriptive, comparative, and experimental investigations, including asking questions, formulating testable hypotheses, and selecting equipment and technology	(i) plan descriptive investigations, including asking questions

Knowledge and Skill Statement	Student Expectation	Breakout
(3) The student uses scientific methods and equipment during laboratory and field investigations. The student is expected to:	(E) plan and implement descriptive, comparative, and experimental investigations, including asking questions, formulating testable hypotheses, and selecting equipment and technology	(ii) plan descriptive investigations, including formulating testable hypotheses
(3) The student uses scientific methods and equipment during laboratory and field investigations. The student is expected to:	(E) plan and implement descriptive, comparative, and experimental investigations, including asking questions, formulating testable hypotheses, and selecting equipment and technology	(iii) plan descriptive investigations, including selecting equipment
(3) The student uses scientific methods and equipment during laboratory and field investigations. The student is expected to:	(E) plan and implement descriptive, comparative, and experimental investigations, including asking questions, formulating testable hypotheses, and selecting equipment and technology	(iv) plan descriptive investigations, including selecting technology
(3) The student uses scientific methods and equipment during laboratory and field investigations. The student is expected to:	(E) plan and implement descriptive, comparative, and experimental investigations, including asking questions, formulating testable hypotheses, and selecting equipment and technology	(v) implement descriptive investigations, including asking questions
(3) The student uses scientific methods and equipment during laboratory and field investigations. The student is expected to:	(E) plan and implement descriptive, comparative, and experimental investigations, including asking questions, formulating testable hypotheses, and selecting equipment and technology	(vi) implement descriptive investigations, including formulating testable hypotheses
(3) The student uses scientific methods and equipment during laboratory and field investigations. The student is expected to:	(E) plan and implement descriptive, comparative, and experimental investigations, including asking questions, formulating testable hypotheses, and selecting equipment and technology	(vii) implement descriptive investigations, including selecting equipment

Knowledge and Skill Statement	Student Expectation	Breakout
(3) The student uses scientific methods and equipment during laboratory and field investigations. The student is expected to:	(E) plan and implement descriptive, comparative, and experimental investigations, including asking questions, formulating testable hypotheses, and selecting equipment and technology	(viii) implement descriptive investigations, including selecting technology
(3) The student uses scientific methods and equipment during laboratory and field investigations. The student is expected to:	(E) plan and implement descriptive, comparative, and experimental investigations, including asking questions, formulating testable hypotheses, and selecting equipment and technology	(ix) plan comparative investigations, including asking questions
(3) The student uses scientific methods and equipment during laboratory and field investigations. The student is expected to:	(E) plan and implement descriptive, comparative, and experimental investigations, including asking questions, formulating testable hypotheses, and selecting equipment and technology	(x) plan comparative investigations, including formulating testable hypotheses
(3) The student uses scientific methods and equipment during laboratory and field investigations. The student is expected to:	(E) plan and implement descriptive, comparative, and experimental investigations, including asking questions, formulating testable hypotheses, and selecting equipment and technology	(xi) plan comparative investigations, including selecting equipment
(3) The student uses scientific methods and equipment during laboratory and field investigations. The student is expected to:	(E) plan and implement descriptive, comparative, and experimental investigations, including asking questions, formulating testable hypotheses, and selecting equipment and technology	(xii) plan comparative investigations, including selecting technology
(3) The student uses scientific methods and equipment during laboratory and field investigations. The student is expected to:	(E) plan and implement descriptive, comparative, and experimental investigations, including asking questions, formulating testable hypotheses, and selecting equipment and technology	(xiii) implement comparative investigations, including asking questions

Knowledge and Skill Statement	Student Expectation	Breakout
(3) The student uses scientific methods and equipment during laboratory and field investigations. The student is expected to:	(E) plan and implement descriptive, comparative, and experimental investigations, including asking questions, formulating testable hypotheses, and selecting equipment and technology	(xiv) implement comparative investigations, including formulating testable hypotheses
(3) The student uses scientific methods and equipment during laboratory and field investigations. The student is expected to:	(E) plan and implement descriptive, comparative, and experimental investigations, including asking questions, formulating testable hypotheses, and selecting equipment and technology	(xv) implement comparative investigations, including selecting equipment
(3) The student uses scientific methods and equipment during laboratory and field investigations. The student is expected to:	(E) plan and implement descriptive, comparative, and experimental investigations, including asking questions, formulating testable hypotheses, and selecting equipment and technology	(xvi) implement comparative investigations, including selecting technology
(3) The student uses scientific methods and equipment during laboratory and field investigations. The student is expected to:	(E) plan and implement descriptive, comparative, and experimental investigations, including asking questions, formulating testable hypotheses, and selecting equipment and technology	(xvii) plan experimental investigations, including asking questions
(3) The student uses scientific methods and equipment during laboratory and field investigations. The student is expected to:	(E) plan and implement descriptive, comparative, and experimental investigations, including asking questions, formulating testable hypotheses, and selecting equipment and technology	(xviii) plan experimental investigations, including formulating testable hypotheses
(3) The student uses scientific methods and equipment during laboratory and field investigations. The student is expected to:	(E) plan and implement descriptive, comparative, and experimental investigations, including asking questions, formulating testable hypotheses, and selecting equipment and technology	(xix) plan experimental investigations, including selecting equipment

Knowledge and Skill Statement	Student Expectation	Breakout
(3) The student uses scientific methods and equipment during laboratory and field investigations. The student is expected to:	(E) plan and implement descriptive, comparative, and experimental investigations, including asking questions, formulating testable hypotheses, and selecting equipment and technology	(xx) plan experimental investigations, including selecting technology
(3) The student uses scientific methods and equipment during laboratory and field investigations. The student is expected to:	(E) plan and implement descriptive, comparative, and experimental investigations, including asking questions, formulating testable hypotheses, and selecting equipment and technology	(xxi) implement experimental investigations, including asking questions
(3) The student uses scientific methods and equipment during laboratory and field investigations. The student is expected to:	(E) plan and implement descriptive, comparative, and experimental investigations, including asking questions, formulating testable hypotheses, and selecting equipment and technology	(xxii) implement experimental investigations, including formulating testable hypotheses
(3) The student uses scientific methods and equipment during laboratory and field investigations. The student is expected to:	(E) plan and implement descriptive, comparative, and experimental investigations, including asking questions, formulating testable hypotheses, and selecting equipment and technology	(xxiii) implement experimental investigations, including selecting equipment
(3) The student uses scientific methods and equipment during laboratory and field investigations. The student is expected to:	(E) plan and implement descriptive, comparative, and experimental investigations, including asking questions, formulating testable hypotheses, and selecting equipment and technology	(xxiv) implement experimental investigations, including selecting technology

Knowledge and Skill Statement	Student Expectation	Breakout
<p>(3) The student uses scientific methods and equipment during laboratory and field investigations. The student is expected to:</p>	<p>(F) collect and organize qualitative and quantitative data and make measurements with accuracy and precision using tools such as calculators, spreadsheet software, data-collecting probes, computers, standard laboratory glassware, microscopes, various prepared slides, stereoscopes, metric rulers, electronic balances, gel electrophoresis apparatuses, micropipettors, hand lenses, Celsius thermometers, hot plates, lab notebooks or journals, timing devices, cameras, Petri dishes, lab incubators, dissection equipment, meter sticks, and models, diagrams, or samples of biological specimens or structures</p>	<p>(i) collect qualitative data using [various] tools</p>
<p>(3) The student uses scientific methods and equipment during laboratory and field investigations. The student is expected to:</p>	<p>(F) collect and organize qualitative and quantitative data and make measurements with accuracy and precision using tools such as calculators, spreadsheet software, data-collecting probes, computers, standard laboratory glassware, microscopes, various prepared slides, stereoscopes, metric rulers, electronic balances, gel electrophoresis apparatuses, micropipettors, hand lenses, Celsius thermometers, hot plates, lab notebooks or journals, timing devices, cameras, Petri dishes, lab incubators, dissection equipment, meter sticks, and models, diagrams, or samples of biological specimens or structures</p>	<p>(ii) organize qualitative data using [various] tools</p>

Knowledge and Skill Statement	Student Expectation	Breakout
<p>(3) The student uses scientific methods and equipment during laboratory and field investigations. The student is expected to:</p>	<p>(F) collect and organize qualitative and quantitative data and make measurements with accuracy and precision using tools such as calculators, spreadsheet software, data-collecting probes, computers, standard laboratory glassware, microscopes, various prepared slides, stereoscopes, metric rulers, electronic balances, gel electrophoresis apparatuses, micropipettors, hand lenses, Celsius thermometers, hot plates, lab notebooks or journals, timing devices, cameras, Petri dishes, lab incubators, dissection equipment, meter sticks, and models, diagrams, or samples of biological specimens or structures</p>	<p>(iii) collect quantitative data using [various] tools</p>
<p>(3) The student uses scientific methods and equipment during laboratory and field investigations. The student is expected to:</p>	<p>(F) collect and organize qualitative and quantitative data and make measurements with accuracy and precision using tools such as calculators, spreadsheet software, data-collecting probes, computers, standard laboratory glassware, microscopes, various prepared slides, stereoscopes, metric rulers, electronic balances, gel electrophoresis apparatuses, micropipettors, hand lenses, Celsius thermometers, hot plates, lab notebooks or journals, timing devices, cameras, Petri dishes, lab incubators, dissection equipment, meter sticks, and models, diagrams, or samples of biological specimens or structures</p>	<p>(iv) organize quantitative data using [various] tools</p>

Knowledge and Skill Statement	Student Expectation	Breakout
<p>(3) The student uses scientific methods and equipment during laboratory and field investigations. The student is expected to:</p>	<p>(F) collect and organize qualitative and quantitative data and make measurements with accuracy and precision using tools such as calculators, spreadsheet software, data-collecting probes, computers, standard laboratory glassware, microscopes, various prepared slides, stereoscopes, metric rulers, electronic balances, gel electrophoresis apparatuses, micropipettors, hand lenses, Celsius thermometers, hot plates, lab notebooks or journals, timing devices, cameras, Petri dishes, lab incubators, dissection equipment, meter sticks, and models, diagrams, or samples of biological specimens or structures</p>	<p>(v) make measurements with accuracy using [various] tools</p>
<p>(3) The student uses scientific methods and equipment during laboratory and field investigations. The student is expected to:</p>	<p>(F) collect and organize qualitative and quantitative data and make measurements with accuracy and precision using tools such as calculators, spreadsheet software, data-collecting probes, computers, standard laboratory glassware, microscopes, various prepared slides, stereoscopes, metric rulers, electronic balances, gel electrophoresis apparatuses, micropipettors, hand lenses, Celsius thermometers, hot plates, lab notebooks or journals, timing devices, cameras, Petri dishes, lab incubators, dissection equipment, meter sticks, and models, diagrams, or samples of biological specimens or structures</p>	<p>(vi) make measurements with precision using [various] tools</p>
<p>(3) The student uses scientific methods and equipment during laboratory and field investigations. The student is expected to:</p>	<p>(G) analyze, evaluate, make inferences, and predict trends from data</p>	<p>(i) analyze data</p>
<p>(3) The student uses scientific methods and equipment during laboratory and field investigations. The student is expected to:</p>	<p>(G) analyze, evaluate, make inferences, and predict trends from data</p>	<p>(ii) evaluate data</p>

Knowledge and Skill Statement	Student Expectation	Breakout
(3) The student uses scientific methods and equipment during laboratory and field investigations. The student is expected to:	(G) analyze, evaluate, make inferences, and predict trends from data	(iii) make inferences from data
(3) The student uses scientific methods and equipment during laboratory and field investigations. The student is expected to:	(G) analyze, evaluate, make inferences, and predict trends from data	(iv) predict trends from data
(3) The student uses scientific methods and equipment during laboratory and field investigations. The student is expected to:	(H) communicate valid conclusions supported by the data through methods such as investigative reports, lab reports, labeled drawings, graphic organizers, journals, summaries, oral reports, and technology-based reports	(i) communicate valid conclusions supported by the data through [various] methods
(4) The student uses critical thinking, scientific reasoning, and problem solving to make informed decisions within and outside the classroom. The student is expected to:	(A) analyze, evaluate, and critique scientific explanations by using empirical evidence, logical reasoning, and experimental and observational testing, including examining all sides of scientific evidence of those scientific explanations, to encourage critical thinking	(i) analyze scientific explanations by using empirical evidence
(4) The student uses critical thinking, scientific reasoning, and problem solving to make informed decisions within and outside the classroom. The student is expected to:	(A) analyze, evaluate, and critique scientific explanations by using empirical evidence, logical reasoning, and experimental and observational testing, including examining all sides of scientific evidence of those scientific explanations, to encourage critical thinking	(ii) analyze scientific explanations by using logical reasoning

Knowledge and Skill Statement	Student Expectation	Breakout
(4) The student uses critical thinking, scientific reasoning, and problem solving to make informed decisions within and outside the classroom. The student is expected to:	(A) analyze, evaluate, and critique scientific explanations by using empirical evidence, logical reasoning, and experimental and observational testing, including examining all sides of scientific evidence of those scientific explanations, to encourage critical thinking	(iii) analyze scientific explanations by using experimental testing
(4) The student uses critical thinking, scientific reasoning, and problem solving to make informed decisions within and outside the classroom. The student is expected to:	(A) analyze, evaluate, and critique scientific explanations by using empirical evidence, logical reasoning, and experimental and observational testing, including examining all sides of scientific evidence of those scientific explanations, to encourage critical thinking	(iv) analyze scientific explanations by using observational testing
(4) The student uses critical thinking, scientific reasoning, and problem solving to make informed decisions within and outside the classroom. The student is expected to:	(A) analyze, evaluate, and critique scientific explanations by using empirical evidence, logical reasoning, and experimental and observational testing, including examining all sides of scientific evidence of those scientific explanations, to encourage critical thinking	(v) analyze scientific explanations, including examining all sides of scientific evidence of those scientific explanations
(4) The student uses critical thinking, scientific reasoning, and problem solving to make informed decisions within and outside the classroom. The student is expected to:	(A) analyze, evaluate, and critique scientific explanations by using empirical evidence, logical reasoning, and experimental and observational testing, including examining all sides of scientific evidence of those scientific explanations, to encourage critical thinking	(vi) evaluate scientific explanations by using empirical evidence

Knowledge and Skill Statement	Student Expectation	Breakout
(4) The student uses critical thinking, scientific reasoning, and problem solving to make informed decisions within and outside the classroom. The student is expected to:	(A) analyze, evaluate, and critique scientific explanations by using empirical evidence, logical reasoning, and experimental and observational testing, including examining all sides of scientific evidence of those scientific explanations, to encourage critical thinking	(vii) evaluate scientific explanations by using logical reasoning
(4) The student uses critical thinking, scientific reasoning, and problem solving to make informed decisions within and outside the classroom. The student is expected to:	(A) analyze, evaluate, and critique scientific explanations by using empirical evidence, logical reasoning, and experimental and observational testing, including examining all sides of scientific evidence of those scientific explanations, to encourage critical thinking	(viii) evaluate scientific explanations by using experimental testing
(4) The student uses critical thinking, scientific reasoning, and problem solving to make informed decisions within and outside the classroom. The student is expected to:	(A) analyze, evaluate, and critique scientific explanations by using empirical evidence, logical reasoning, and experimental and observational testing, including examining all sides of scientific evidence of those scientific explanations, to encourage critical thinking	(ix) evaluate scientific explanations by using observational testing
(4) The student uses critical thinking, scientific reasoning, and problem solving to make informed decisions within and outside the classroom. The student is expected to:	(A) analyze, evaluate, and critique scientific explanations by using empirical evidence, logical reasoning, and experimental and observational testing, including examining all sides of scientific evidence of those scientific explanations, to encourage critical thinking	(x) evaluate scientific explanations, including examining all sides of scientific evidence of those scientific explanations

Knowledge and Skill Statement	Student Expectation	Breakout
(4) The student uses critical thinking, scientific reasoning, and problem solving to make informed decisions within and outside the classroom. The student is expected to:	(A) analyze, evaluate, and critique scientific explanations by using empirical evidence, logical reasoning, and experimental and observational testing, including examining all sides of scientific evidence of those scientific explanations, to encourage critical thinking	(xi) critique scientific explanations by using empirical evidence
(4) The student uses critical thinking, scientific reasoning, and problem solving to make informed decisions within and outside the classroom. The student is expected to:	(A) analyze, evaluate, and critique scientific explanations by using empirical evidence, logical reasoning, and experimental and observational testing, including examining all sides of scientific evidence of those scientific explanations, to encourage critical thinking	(xii) critique scientific explanations by using logical reasoning
(4) The student uses critical thinking, scientific reasoning, and problem solving to make informed decisions within and outside the classroom. The student is expected to:	(A) analyze, evaluate, and critique scientific explanations by using empirical evidence, logical reasoning, and experimental and observational testing, including examining all sides of scientific evidence of those scientific explanations, to encourage critical thinking	(xiii) critique scientific explanations by using experimental testing
(4) The student uses critical thinking, scientific reasoning, and problem solving to make informed decisions within and outside the classroom. The student is expected to:	(A) analyze, evaluate, and critique scientific explanations by using empirical evidence, logical reasoning, and experimental and observational testing, including examining all sides of scientific evidence of those scientific explanations, to encourage critical thinking	(xiv) critique scientific explanations by using observational testing

Knowledge and Skill Statement	Student Expectation	Breakout
(4) The student uses critical thinking, scientific reasoning, and problem solving to make informed decisions within and outside the classroom. The student is expected to:	(A) analyze, evaluate, and critique scientific explanations by using empirical evidence, logical reasoning, and experimental and observational testing, including examining all sides of scientific evidence of those scientific explanations, to encourage critical thinking	(xv) critique scientific explanations, including examining all sides of scientific evidence of those scientific explanations
(4) The student uses critical thinking, scientific reasoning, and problem solving to make informed decisions within and outside the classroom. The student is expected to:	(B) communicate and apply scientific information extracted from various sources such as current events, news reports, published journal articles, and marketing materials	(i) communicate scientific information extracted from various sources
(4) The student uses critical thinking, scientific reasoning, and problem solving to make informed decisions within and outside the classroom. The student is expected to:	(B) communicate and apply scientific information extracted from various sources such as current events, news reports, published journal articles, and marketing materials	(ii) apply scientific information extracted from various sources
(4) The student uses critical thinking, scientific reasoning, and problem solving to make informed decisions within and outside the classroom. The student is expected to:	(C) draw inferences based on data related to criminal investigation	(i) draw inferences based on data related to promotional materials for products
(4) The student uses critical thinking, scientific reasoning, and problem solving to make informed decisions within and outside the classroom. The student is expected to:	(C) draw inferences based on data related to criminal investigation	(ii) draw inferences based on data related to promotional materials for services
(4) The student uses critical thinking, scientific reasoning, and problem solving to make informed decisions within and outside the classroom. The student is expected to:	(D) evaluate the impact of scientific research on criminal investigation, society, and the environment	(i) evaluate the impact of scientific research on criminal investigation

Knowledge and Skill Statement	Student Expectation	Breakout
(4) The student uses critical thinking, scientific reasoning, and problem solving to make informed decisions within and outside the classroom. The student is expected to:	(D) evaluate the impact of scientific research on criminal investigation, society, and the environment	(ii) evaluate the impact of scientific research on society
(4) The student uses critical thinking, scientific reasoning, and problem solving to make informed decisions within and outside the classroom. The student is expected to:	(D) evaluate the impact of scientific research on criminal investigation, society, and the environment	(iii) evaluate the impact of scientific research on the environment
(4) The student uses critical thinking, scientific reasoning, and problem solving to make informed decisions within and outside the classroom. The student is expected to:	(E) evaluate models according to their limitations in representing biological objects or events	(i) evaluate models according to their limitations in representing biological objects or events
(4) The student uses critical thinking, scientific reasoning, and problem solving to make informed decisions within and outside the classroom. The student is expected to:	(F) research and describe the history of science and contributions of scientists within the criminal justice system	(i) research the history of science
(4) The student uses critical thinking, scientific reasoning, and problem solving to make informed decisions within and outside the classroom. The student is expected to:	(F) research and describe the history of science and contributions of scientists within the criminal justice system	(ii) research contributions of scientists within the criminal justice system
(4) The student uses critical thinking, scientific reasoning, and problem solving to make informed decisions within and outside the classroom. The student is expected to:	(F) research and describe the history of science and contributions of scientists within the criminal justice system	(iii) describe the history of science

Knowledge and Skill Statement	Student Expectation	Breakout
(4) The student uses critical thinking, scientific reasoning, and problem solving to make informed decisions within and outside the classroom. The student is expected to:	(F) research and describe the history of science and contributions of scientists within the criminal justice system	(iv) describe the contributions of scientists within the criminal justice system
(5) The student explores the history, legal aspects, and career options within forensic science. The student is expected to:	(A) distinguish between criminalistics and criminology	(i) distinguish between criminalistics and criminology
(5) The student explores the history, legal aspects, and career options within forensic science. The student is expected to:	(B) identify and illustrate roles, functions, and responsibilities of different forensic science disciplines such as serology-DNA, controlled substances, toxicology, trace evidence, firearms, fingerprints, and questioned documents	(i) identify roles of different forensic science disciplines
(5) The student explores the history, legal aspects, and career options within forensic science. The student is expected to:	(B) identify and illustrate roles, functions, and responsibilities of different forensic science disciplines such as serology-DNA, controlled substances, toxicology, trace evidence, firearms, fingerprints, and questioned documents	(ii) identify functions of different forensic science disciplines
(5) The student explores the history, legal aspects, and career options within forensic science. The student is expected to:	(B) identify and illustrate roles, functions, and responsibilities of different forensic science disciplines such as serology-DNA, controlled substances, toxicology, trace evidence, firearms, fingerprints, and questioned documents	(iii) identify responsibilities of different forensic science disciplines

Knowledge and Skill Statement	Student Expectation	Breakout
(5) The student explores the history, legal aspects, and career options within forensic science. The student is expected to:	(B) identify and illustrate roles, functions, and responsibilities of different forensic science disciplines such as serology-DNA, controlled substances, toxicology, trace evidence, firearms, fingerprints, and questioned documents	(iv) illustrate roles of different forensic science disciplines
(5) The student explores the history, legal aspects, and career options within forensic science. The student is expected to:	(B) identify and illustrate roles, functions, and responsibilities of different forensic science disciplines such as serology-DNA, controlled substances, toxicology, trace evidence, firearms, fingerprints, and questioned documents	(v) illustrate functions of different forensic science disciplines
(5) The student explores the history, legal aspects, and career options within forensic science. The student is expected to:	(B) identify and illustrate roles, functions, and responsibilities of different forensic science disciplines such as serology-DNA, controlled substances, toxicology, trace evidence, firearms, fingerprints, and questioned documents	(vi) illustrate responsibilities of different forensic science disciplines
(5) The student explores the history, legal aspects, and career options within forensic science. The student is expected to:	(C) summarize the ethical standards required of a forensic science professional	(i) summarize the ethical standards required of a forensic science professional
(5) The student explores the history, legal aspects, and career options within forensic science. The student is expected to:	(D) identify and illustrate roles, functions, and responsibilities of professionals in the criminal justice system, including crime scene investigators, criminalists, attorneys, and medical examiners	(i) identify roles of professionals in the criminal justice system, including crime scene investigators
(5) The student explores the history, legal aspects, and career options within forensic science. The student is expected to:	(D) identify and illustrate roles, functions, and responsibilities of professionals in the criminal justice system, including crime scene investigators, criminalists, attorneys, and medical examiners	(ii) identify roles of professionals in the criminal justice system, including criminalists

Knowledge and Skill Statement	Student Expectation	Breakout
(5) The student explores the history, legal aspects, and career options within forensic science. The student is expected to:	(D) identify and illustrate roles, functions, and responsibilities of professionals in the criminal justice system, including crime scene investigators, criminalists, attorneys, and medical examiners	(iii) identify roles of professionals in the criminal justice system, including attorneys
(5) The student explores the history, legal aspects, and career options within forensic science. The student is expected to:	(D) identify and illustrate roles, functions, and responsibilities of professionals in the criminal justice system, including crime scene investigators, criminalists, attorneys, and medical examiners	(iv) identify roles of professionals in the criminal justice system, including medical examiners
(5) The student explores the history, legal aspects, and career options within forensic science. The student is expected to:	(D) identify and illustrate roles, functions, and responsibilities of professionals in the criminal justice system, including crime scene investigators, criminalists, attorneys, and medical examiners	(v) identify functions of professionals in the criminal justice system, including crime scene investigators
(5) The student explores the history, legal aspects, and career options within forensic science. The student is expected to:	(D) identify and illustrate roles, functions, and responsibilities of professionals in the criminal justice system, including crime scene investigators, criminalists, attorneys, and medical examiners	(vi) identify functions of professionals in the criminal justice system, including criminalists
(5) The student explores the history, legal aspects, and career options within forensic science. The student is expected to:	(D) identify and illustrate roles, functions, and responsibilities of professionals in the criminal justice system, including crime scene investigators, criminalists, attorneys, and medical examiners	(vii) identify functions of professionals in the criminal justice system, including attorneys
(5) The student explores the history, legal aspects, and career options within forensic science. The student is expected to:	(D) identify and illustrate roles, functions, and responsibilities of professionals in the criminal justice system, including crime scene investigators, criminalists, attorneys, and medical examiners	(viii) identify functions of professionals in the criminal justice system, including medical examiners

Knowledge and Skill Statement	Student Expectation	Breakout
(5) The student explores the history, legal aspects, and career options within forensic science. The student is expected to:	(D) identify and illustrate roles, functions, and responsibilities of professionals in the criminal justice system, including crime scene investigators, criminalists, attorneys, and medical examiners	(ix) identify responsibilities of professionals in the criminal justice system, including crime scene investigators
(5) The student explores the history, legal aspects, and career options within forensic science. The student is expected to:	(D) identify and illustrate roles, functions, and responsibilities of professionals in the criminal justice system, including crime scene investigators, criminalists, attorneys, and medical examiners	(x) identify responsibilities of professionals in the criminal justice system, including criminalists
(5) The student explores the history, legal aspects, and career options within forensic science. The student is expected to:	(D) identify and illustrate roles, functions, and responsibilities of professionals in the criminal justice system, including crime scene investigators, criminalists, attorneys, and medical examiners	(xi) identify responsibilities of professionals in the criminal justice system, including attorneys
(5) The student explores the history, legal aspects, and career options within forensic science. The student is expected to:	(D) identify and illustrate roles, functions, and responsibilities of professionals in the criminal justice system, including crime scene investigators, criminalists, attorneys, and medical examiners	(xii) identify responsibilities of professionals in the criminal justice system, including medical examiners
(5) The student explores the history, legal aspects, and career options within forensic science. The student is expected to:	(D) identify and illustrate roles, functions, and responsibilities of professionals in the criminal justice system, including crime scene investigators, criminalists, attorneys, and medical examiners	(xiii) illustrate roles of professionals in the criminal justice system, including crime scene investigators
(5) The student explores the history, legal aspects, and career options within forensic science. The student is expected to:	(D) identify and illustrate roles, functions, and responsibilities of professionals in the criminal justice system, including crime scene investigators, criminalists, attorneys, and medical examiners	(xiv) illustrate roles of professionals in the criminal justice system, including criminalists

Knowledge and Skill Statement	Student Expectation	Breakout
(5) The student explores the history, legal aspects, and career options within forensic science. The student is expected to:	(D) identify and illustrate roles, functions, and responsibilities of professionals in the criminal justice system, including crime scene investigators, criminalists, attorneys, and medical examiners	(xv) illustrate roles of professionals in the criminal justice system, including attorneys
(5) The student explores the history, legal aspects, and career options within forensic science. The student is expected to:	(D) identify and illustrate roles, functions, and responsibilities of professionals in the criminal justice system, including crime scene investigators, criminalists, attorneys, and medical examiners	(xvi) illustrate roles of professionals in the criminal justice system, including medical examiners
(5) The student explores the history, legal aspects, and career options within forensic science. The student is expected to:	(D) identify and illustrate roles, functions, and responsibilities of professionals in the criminal justice system, including crime scene investigators, criminalists, attorneys, and medical examiners	(xvii) illustrate functions of professionals in the criminal justice system, including crime scene investigators
(5) The student explores the history, legal aspects, and career options within forensic science. The student is expected to:	(D) identify and illustrate roles, functions, and responsibilities of professionals in the criminal justice system, including crime scene investigators, criminalists, attorneys, and medical examiners	(xviii) illustrate functions of professionals in the criminal justice system, including criminalists
(5) The student explores the history, legal aspects, and career options within forensic science. The student is expected to:	(D) identify and illustrate roles, functions, and responsibilities of professionals in the criminal justice system, including crime scene investigators, criminalists, attorneys, and medical examiners	(xix) illustrate functions of professionals in the criminal justice system, including attorneys
(5) The student explores the history, legal aspects, and career options within forensic science. The student is expected to:	(D) identify and illustrate roles, functions, and responsibilities of professionals in the criminal justice system, including crime scene investigators, criminalists, attorneys, and medical examiners	(xx) illustrate functions of professionals in the criminal justice system, including medical examiners

Knowledge and Skill Statement	Student Expectation	Breakout
(5) The student explores the history, legal aspects, and career options within forensic science. The student is expected to:	(D) identify and illustrate roles, functions, and responsibilities of professionals in the criminal justice system, including crime scene investigators, criminalists, attorneys, and medical examiners	(xxi) illustrate responsibilities of professionals in the criminal justice system, including crime scene investigators
(5) The student explores the history, legal aspects, and career options within forensic science. The student is expected to:	(D) identify and illustrate roles, functions, and responsibilities of professionals in the criminal justice system, including crime scene investigators, criminalists, attorneys, and medical examiners	(xxii) illustrate responsibilities of professionals in the criminal justice system, including criminalists
(5) The student explores the history, legal aspects, and career options within forensic science. The student is expected to:	(D) identify and illustrate roles, functions, and responsibilities of professionals in the criminal justice system, including crime scene investigators, criminalists, attorneys, and medical examiners	(xxiii) illustrate responsibilities of professionals in the criminal justice system, including attorneys
(5) The student explores the history, legal aspects, and career options within forensic science. The student is expected to:	(D) identify and illustrate roles, functions, and responsibilities of professionals in the criminal justice system, including crime scene investigators, criminalists, attorneys, and medical examiners	(xxiv) illustrate responsibilities of professionals in the criminal justice system, including medical examiners
(5) The student explores the history, legal aspects, and career options within forensic science. The student is expected to:	(E) explore and demonstrate an understanding of the terminology and the procedures employed in the criminal justice system	(i) explore an understanding of the terminology in the criminal justice system
(5) The student explores the history, legal aspects, and career options within forensic science. The student is expected to:	(E) explore and demonstrate an understanding of the terminology and the procedures employed in the criminal justice system	(ii) explore an understanding of the procedures employed in the criminal justice system

Knowledge and Skill Statement	Student Expectation	Breakout
(5) The student explores the history, legal aspects, and career options within forensic science. The student is expected to:	(E) explore and demonstrate an understanding of the terminology and the procedures employed in the criminal justice system	(iii) demonstrate an understanding of the terminology in the criminal justice system
(5) The student explores the history, legal aspects, and career options within forensic science. The student is expected to:	(E) explore and demonstrate an understanding of the terminology and the procedures employed in the criminal justice system	(iv) demonstrate an understanding of the procedures employed in the criminal justice system
(5) The student explores the history, legal aspects, and career options within forensic science. The student is expected to:	(F) illustrate the history of forensic science and recognize the major contributors in the development of forensic science	(i) illustrate the history of forensic science
(5) The student explores the history, legal aspects, and career options within forensic science. The student is expected to:	(F) illustrate the history of forensic science and recognize the major contributors in the development of forensic science	(ii) recognize the major contributors in the development of forensic science
(6) The student recognizes the procedures of evidence collection while maintaining the integrity of a crime scene. The student is expected to:	(A) compare and contrast the roles of forensic scientists and crime scene investigators	(i) compare and contrast the roles of forensic scientists and crime scene investigators
(6) The student recognizes the procedures of evidence collection while maintaining the integrity of a crime scene. The student is expected to:	(B) demonstrate the ability to work as a member of a team	(i) demonstrate the ability to work as a member of a team
(6) The student recognizes the procedures of evidence collection while maintaining the integrity of a crime scene. The student is expected to:	(C) conduct a systematic search of a simulated crime scene for physical evidence following crime scene search patterns such as spiral, line, grid, and strip	(i) conduct a systematic search of a simulated crime scene for physical evidence following crime scene search patterns

Knowledge and Skill Statement	Student Expectation	Breakout
(6) The student recognizes the procedures of evidence collection while maintaining the integrity of a crime scene. The student is expected to:	(D) apply knowledge of the elements of criminal law that guide search and seizure of persons, property, and evidence	(i) apply knowledge of the elements of criminal law that guide search of persons
(6) The student recognizes the procedures of evidence collection while maintaining the integrity of a crime scene. The student is expected to:	(D) apply knowledge of the elements of criminal law that guide search and seizure of persons, property, and evidence	(ii) apply knowledge of the elements of criminal law that guide search of property
(6) The student recognizes the procedures of evidence collection while maintaining the integrity of a crime scene. The student is expected to:	(D) apply knowledge of the elements of criminal law that guide search and seizure of persons, property, and evidence	(iii) apply knowledge of the elements of criminal law that guide search of evidence
(6) The student recognizes the procedures of evidence collection while maintaining the integrity of a crime scene. The student is expected to:	(D) apply knowledge of the elements of criminal law that guide search and seizure of persons, property, and evidence	(iv) apply knowledge of the elements of criminal law that guide seizure of persons
(6) The student recognizes the procedures of evidence collection while maintaining the integrity of a crime scene. The student is expected to:	(D) apply knowledge of the elements of criminal law that guide search and seizure of persons, property, and evidence	(v) apply knowledge of the elements of criminal law that guide seizure of property
(6) The student recognizes the procedures of evidence collection while maintaining the integrity of a crime scene. The student is expected to:	(D) apply knowledge of the elements of criminal law that guide search and seizure of persons, property, and evidence	(vi) apply knowledge of the elements of criminal law that guide seizure of evidence
(6) The student recognizes the procedures of evidence collection while maintaining the integrity of a crime scene. The student is expected to:	(E) describe the elements of a crime scene sketch such as measurements, compass directions, scale of proportion, legend-key, and title	(i) describe the elements of a crime scene sketch

Knowledge and Skill Statement	Student Expectation	Breakout
(6) The student recognizes the procedures of evidence collection while maintaining the integrity of a crime scene. The student is expected to:	(F) develop a crime scene sketch using coordinates/measurements from fixed points	(i) develop a crime scene sketch using coordinates/measurements from fixed points
(6) The student recognizes the procedures of evidence collection while maintaining the integrity of a crime scene. The student is expected to:	(G) outline the chain of custody procedure for evidence discovered in a crime scene	(i) outline the chain of custody procedure for evidence discovered in a crime scene
(6) The student recognizes the procedures of evidence collection while maintaining the integrity of a crime scene. The student is expected to:	(H) demonstrate proper techniques for collecting, packaging, and preserving physical evidence found at a crime scene	(i) demonstrate proper techniques for collecting physical evidence found at a crime scene
(6) The student recognizes the procedures of evidence collection while maintaining the integrity of a crime scene. The student is expected to:	(H) demonstrate proper techniques for collecting, packaging, and preserving physical evidence found at a crime scene	(ii) demonstrate proper techniques for packaging physical evidence found at a crime scene
(6) The student recognizes the procedures of evidence collection while maintaining the integrity of a crime scene. The student is expected to:	(H) demonstrate proper techniques for collecting, packaging, and preserving physical evidence found at a crime scene	(iii) demonstrate proper techniques for preserving physical evidence found at a crime scene
(7) The student recognizes the methods to process and analyze trace evidence commonly found in a crime scene. The student is expected to:	(A) demonstrate how to process trace evidence such as glass, paint, fibers, hair, soil, grass, and blood collected in a simulated crime scene	(i) demonstrate how to process trace evidence
(7) The student recognizes the methods to process and analyze trace evidence commonly found in a crime scene. The student is expected to:	(B) compare and contrast the composition of various types of glass such as soda lime, borosilicate, leaded, and tempered	(i) compare and contrast the composition of various types of glass

Knowledge and Skill Statement	Student Expectation	Breakout
(7) The student recognizes the methods to process and analyze trace evidence commonly found in a crime scene. The student is expected to:	(C) determine the direction of a projectile by examining glass fractures	(i) determine the direction of a projectile by examining glass fractures
(7) The student recognizes the methods to process and analyze trace evidence commonly found in a crime scene. The student is expected to:	(D) define refractive index and explain how it is used in forensic glass analysis	(i) define refractive index
(7) The student recognizes the methods to process and analyze trace evidence commonly found in a crime scene. The student is expected to:	(D) define refractive index and explain how it is used in forensic glass analysis	(ii) explain how [refractive index] is used in forensic glass analysis
(7) The student recognizes the methods to process and analyze trace evidence commonly found in a crime scene. The student is expected to:	(E) describe the instrumental analysis of trace evidence such as microscopy and spectrometry	(i) describe the instrumental analysis of trace evidence
(7) The student recognizes the methods to process and analyze trace evidence commonly found in a crime scene. The student is expected to:	(F) compare and contrast the microscopic characteristics of human hair and animal hair, including medulla, pigment distribution, and scales	(i) compare and contrast the microscopic characteristics of human hair and animal hair, including medulla
(7) The student recognizes the methods to process and analyze trace evidence commonly found in a crime scene. The student is expected to:	(F) compare and contrast the microscopic characteristics of human hair and animal hair, including medulla, pigment distribution, and scales	(ii) compare and contrast the microscopic characteristics of human hair and animal hair, including pigment distribution
(7) The student recognizes the methods to process and analyze trace evidence commonly found in a crime scene. The student is expected to:	(F) compare and contrast the microscopic characteristics of human hair and animal hair, including medulla, pigment distribution, and scales	(iii) compare and contrast the microscopic characteristics of human hair and animal hair, including scales

Knowledge and Skill Statement	Student Expectation	Breakout
(7) The student recognizes the methods to process and analyze trace evidence commonly found in a crime scene. The student is expected to:	(G) describe and illustrate the different microscopic characteristics used to determine the racial and somatic origin of a human hair sample	(i) describe the different microscopic characteristics used to determine the racial origin of a human hair sample
(7) The student recognizes the methods to process and analyze trace evidence commonly found in a crime scene. The student is expected to:	(G) describe and illustrate the different microscopic characteristics used to determine the racial and somatic origin of a human hair sample	(ii) describe the different microscopic characteristics used to determine the somatic origin of a human hair sample
(7) The student recognizes the methods to process and analyze trace evidence commonly found in a crime scene. The student is expected to:	(G) describe and illustrate the different microscopic characteristics used to determine the racial and somatic origin of a human hair sample	(iii) illustrate the different microscopic characteristics used to determine the racial origin of a human hair sample
(7) The student recognizes the methods to process and analyze trace evidence commonly found in a crime scene. The student is expected to:	(G) describe and illustrate the different microscopic characteristics used to determine the racial and somatic origin of a human hair sample	(iv) illustrate the different microscopic characteristics used to determine the somatic origin of a human hair sample
(7) The student recognizes the methods to process and analyze trace evidence commonly found in a crime scene. The student is expected to:	(H) differentiate between natural and synthetic fibers	(i) differentiate between natural and synthetic fibers
(7) The student recognizes the methods to process and analyze trace evidence commonly found in a crime scene. The student is expected to:	(I) describe various examinations performed in forensic paint analysis, including microscopic morphology, binder, and pigment characterization	(i) describe various examinations performed in forensic paint analysis, including microscopic morphology
(7) The student recognizes the methods to process and analyze trace evidence commonly found in a crime scene. The student is expected to:	(I) describe various examinations performed in forensic paint analysis, including microscopic morphology, binder, and pigment characterization	(ii) describe various examinations performed in forensic paint analysis, including binder

Knowledge and Skill Statement	Student Expectation	Breakout
(7) The student recognizes the methods to process and analyze trace evidence commonly found in a crime scene. The student is expected to:	(I) describe various examinations performed in forensic paint analysis, including microscopic morphology, binder, and pigment characterization	(iii) describe various examinations performed in forensic paint analysis, including pigment characterization
(8) The student analyzes impression evidence in forensic science. The student is expected to:	(A) compare the three major fingerprint patterns of arches, loops, and whorls and their respective subclasses	(i) compare the three major fingerprint patterns of arches, loops, and whorls and their respective subclasses
(8) The student analyzes impression evidence in forensic science. The student is expected to:	(B) identify the minutiae of fingerprints, including bifurcations, ending ridges, dots, short ridges, and enclosures	(i) identify the minutiae of fingerprints, including bifurcations
(8) The student analyzes impression evidence in forensic science. The student is expected to:	(B) identify the minutiae of fingerprints, including bifurcations, ending ridges, dots, short ridges, and enclosures	(ii) identify the minutiae of fingerprints, including ending ridges
(8) The student analyzes impression evidence in forensic science. The student is expected to:	(B) identify the minutiae of fingerprints, including bifurcations, ending ridges, dots, short ridges, and enclosures	(iii) identify the minutiae of fingerprints, including dots
(8) The student analyzes impression evidence in forensic science. The student is expected to:	(B) identify the minutiae of fingerprints, including bifurcations, ending ridges, dots, short ridges, and enclosures	(iv) identify the minutiae of fingerprints, including short ridges
(8) The student analyzes impression evidence in forensic science. The student is expected to:	(B) identify the minutiae of fingerprints, including bifurcations, ending ridges, dots, short ridges, and enclosures	(v) identify the minutiae of fingerprints, including enclosures

Knowledge and Skill Statement	Student Expectation	Breakout
(8) The student analyzes impression evidence in forensic science. The student is expected to:	(C) distinguish among patent, plastic, and latent impressions	(i) distinguish among patent, plastic, and latent impressions
(8) The student analyzes impression evidence in forensic science. The student is expected to:	(D) perform laboratory procedures for lifting latent prints on porous and nonporous objects using chemicals such as iodine, ninhydrin, silver nitrate, and cyanoacrylate resin	(i) perform laboratory procedures for lifting latent prints on porous objects using chemicals
(8) The student analyzes impression evidence in forensic science. The student is expected to:	(D) perform laboratory procedures for lifting latent prints on porous and nonporous objects using chemicals such as iodine, ninhydrin, silver nitrate, and cyanoacrylate resin	(ii) perform laboratory procedures for lifting latent prints on nonporous objects using chemicals
(8) The student analyzes impression evidence in forensic science. The student is expected to:	(E) perform laboratory procedures for lifting latent prints on nonporous objects using fingerprint powders such as black powder and florescent powders	(i) perform laboratory procedures for lifting latent prints on nonporous objects using fingerprint powders
(8) The student analyzes impression evidence in forensic science. The student is expected to:	(F) explain the Automated Fingerprint Identification System (AFIS) and describe the characteristics examined in the AFIS	(i) explain the Automated Fingerprint Identification System (AFIS)
(8) The student analyzes impression evidence in forensic science. The student is expected to:	(F) explain the Automated Fingerprint Identification System (AFIS) and describe the characteristics examined in the AFIS	(ii) describe the characteristics examined in the AFIS
(8) The student analyzes impression evidence in forensic science. The student is expected to:	(G) compare impression evidence collected at a simulated crime scene with the known impression	(i) compare impression evidence collected at a simulated crime scene with the known impression

Knowledge and Skill Statement	Student Expectation	Breakout
(9) The student analyzes blood spatter at a simulated crime scene. The student is expected to:	(A) analyze blood stain patterns based on source, direction, and angle of trajectory	(i) analyze blood stain patterns based on source of trajectory
(9) The student analyzes blood spatter at a simulated crime scene. The student is expected to:	(A) analyze blood stain patterns based on source, direction, and angle of trajectory	(ii) analyze blood stain patterns based on direction of trajectory
(9) The student analyzes blood spatter at a simulated crime scene. The student is expected to:	(A) analyze blood stain patterns based on source, direction, and angle of trajectory	(iii) analyze blood stain patterns based on angle of trajectory
(9) The student analyzes blood spatter at a simulated crime scene. The student is expected to:	(B) explain the method of chemically isolating an invisible blood stain using reagents such as luminol	(i) explain the method of chemically isolating an invisible blood stain using reagents
(10) The student explores toxicology laboratory procedures in forensic science. The student is expected to:	(A) explain the absorption, distribution, and elimination of alcohol through the human body	(i) explain the absorption of alcohol through the human body
(10) The student explores toxicology laboratory procedures in forensic science. The student is expected to:	(A) explain the absorption, distribution, and elimination of alcohol through the human body	(ii) explain the distribution of alcohol through the human body
(10) The student explores toxicology laboratory procedures in forensic science. The student is expected to:	(A) explain the absorption, distribution, and elimination of alcohol through the human body	(iii) explain the elimination of alcohol through the human body
(10) The student explores toxicology laboratory procedures in forensic science. The student is expected to:	(B) describe the blood alcohol laboratory procedures as they relate to blood alcohol concentration	(i) describe the blood alcohol laboratory procedures as they relate to blood alcohol concentration

Knowledge and Skill Statement	Student Expectation	Breakout
(10) The student explores toxicology laboratory procedures in forensic science. The student is expected to:	(C) explain the levels of tolerance and impairment due to alcohol consumption	(i) explain the levels of tolerance due to alcohol consumption
(10) The student explores toxicology laboratory procedures in forensic science. The student is expected to:	(C) explain the levels of tolerance and impairment due to alcohol consumption	(ii) explain the levels of impairment due to alcohol consumption
(10) The student explores toxicology laboratory procedures in forensic science. The student is expected to:	(D) explain the precautions necessary in the forensic laboratory for proper preservation of blood samples	(i) explain the precautions necessary in the forensic laboratory for proper preservation of blood samples
(11) The student explores serology laboratory procedures in forensic science. The student is expected to:	(A) explain forensic laboratory procedures to determine if a stain detected in a crime scene is blood	(i) explain forensic laboratory procedures to determine if a stain detected in a crime scene is blood
(11) The student explores serology laboratory procedures in forensic science. The student is expected to:	(B) identify the red blood cell antigens and antibodies as they relate to human blood types	(i) identify the red blood cell antigens as they relate to human blood types
(11) The student explores serology laboratory procedures in forensic science. The student is expected to:	(B) identify the red blood cell antigens and antibodies as they relate to human blood types	(ii) identify the red blood cell antibodies as they relate to human blood types
(11) The student explores serology laboratory procedures in forensic science. The student is expected to:	(C) determine genotypes and phenotypes in the human red blood cell system using Punnet Squares	(i) determine genotypes in the human red blood cell system using Punnet Squares

Knowledge and Skill Statement	Student Expectation	Breakout
(11) The student explores serology laboratory procedures in forensic science. The student is expected to:	(C) determine genotypes and phenotypes in the human red blood cell system using Punnet Squares	(ii) determine phenotypes in the human red blood cell system using Punnet Squares
(11) The student explores serology laboratory procedures in forensic science. The student is expected to:	(D) research methodologies used to collect and analyze other body fluids	(i) research methodologies used to collect other body fluids
(11) The student explores serology laboratory procedures in forensic science. The student is expected to:	(D) research methodologies used to collect and analyze other body fluids	(ii) research methodologies used to analyze other body fluids
(12) The student analyzes deoxyribonucleic acid (DNA) laboratory procedures in forensic science. The student is expected to:	(A) describe the structure of a DNA molecule and its function	(i) describe the structure of a DNA molecule
(12) The student analyzes deoxyribonucleic acid (DNA) laboratory procedures in forensic science. The student is expected to:	(A) describe the structure of a DNA molecule and its function	(ii) describe [a DNA molecule's] function
(12) The student analyzes deoxyribonucleic acid (DNA) laboratory procedures in forensic science. The student is expected to:	(B) describe the steps used in extraction of DNA	(i) describe the steps used in extraction of DNA
(12) The student analyzes deoxyribonucleic acid (DNA) laboratory procedures in forensic science. The student is expected to:	(C) explain the analytical procedure for forensic DNA typing, including electrophoresis, polymerase chain reaction, and short tandem repeat	(i) explain the analytical procedure for forensic DNA typing, including electrophoresis

Knowledge and Skill Statement	Student Expectation	Breakout
(12) The student analyzes deoxyribonucleic acid (DNA) laboratory procedures in forensic science. The student is expected to:	(C) explain the analytical procedure for forensic DNA typing, including electrophoresis, polymerase chain reaction, and short tandem repeat	(ii) explain the analytical procedure for forensic DNA typing, including polymerase chain reaction
(12) The student analyzes deoxyribonucleic acid (DNA) laboratory procedures in forensic science. The student is expected to:	(C) explain the analytical procedure for forensic DNA typing, including electrophoresis, polymerase chain reaction, and short tandem repeat	(iii) explain the analytical procedure for forensic DNA typing, including short tandem repeat
(12) The student analyzes deoxyribonucleic acid (DNA) laboratory procedures in forensic science. The student is expected to:	(D) interpret the components of an electropherogram	(i) interpret the components of an electropherogram
(13) The student identifies drugs found at a simulated crime scene. The student is expected to:	(A) classify controlled substances using the schedules under the Controlled Substances Act	(i) classify controlled substances using the schedules under the Controlled Substances Act
(13) The student identifies drugs found at a simulated crime scene. The student is expected to:	(B) identify controlled substances using laboratory procedures such as microchemical tests, microscopy, chromatography, and spectrophotometry	(i) identify controlled substances using laboratory procedures
(14) The student evaluates bullet and tool mark impressions in a criminal investigation. The student is expected to:	(A) explain the individual characteristics of tool marks	(i) explain the individual characteristics of tool marks
(14) The student evaluates bullet and tool mark impressions in a criminal investigation. The student is expected to:	(B) describe the mechanism of modern firearms	(i) describe the mechanism of modern firearms

Knowledge and Skill Statement	Student Expectation	Breakout
(14) The student evaluates bullet and tool mark impressions in a criminal investigation. The student is expected to:	(C) recognize characteristics of bullet and cartridge cases	(i) recognize characteristics of bullet cases
(14) The student evaluates bullet and tool mark impressions in a criminal investigation. The student is expected to:	(C) recognize characteristics of bullet and cartridge cases	(ii) recognize characteristics of cartridge cases
(14) The student evaluates bullet and tool mark impressions in a criminal investigation. The student is expected to:	(D) describe the composition and method of analysis for gunshot residue and primer residue	(i) describe the composition of gunshot residue
(14) The student evaluates bullet and tool mark impressions in a criminal investigation. The student is expected to:	(D) describe the composition and method of analysis for gunshot residue and primer residue	(ii) describe the composition of primer residue
(14) The student evaluates bullet and tool mark impressions in a criminal investigation. The student is expected to:	(D) describe the composition and method of analysis for gunshot residue and primer residue	(iii) describe the method of analysis for gunshot residue
(14) The student evaluates bullet and tool mark impressions in a criminal investigation. The student is expected to:	(D) describe the composition and method of analysis for gunshot residue and primer residue	(iv) describe the method of analysis for primer residue
(14) The student evaluates bullet and tool mark impressions in a criminal investigation. The student is expected to:	(E) recognize the type of information available through the National Integrated Ballistics Information Network	(i) recognize the type of information available through the National Integrated Ballistics Information Network

Knowledge and Skill Statement	Student Expectation	Breakout
(15) The student explores principles of questioned document analysis in forensic science. The student is expected to:	(A) describe different types of examinations performed by a questioned document examiner in a forensic laboratory, including counterfeiting, handwriting, ink, and paper analysis	(i) describe different types of examinations performed by a questioned document examiner in a forensic laboratory, including counterfeiting
(15) The student explores principles of questioned document analysis in forensic science. The student is expected to:	(A) describe different types of examinations performed by a questioned document examiner in a forensic laboratory, including counterfeiting, handwriting, ink, and paper analysis	(ii) describe different types of examinations performed by a questioned document examiner in a forensic laboratory, including handwriting
(15) The student explores principles of questioned document analysis in forensic science. The student is expected to:	(A) describe different types of examinations performed by a questioned document examiner in a forensic laboratory, including counterfeiting, handwriting, ink, and paper analysis	(iii) describe different types of examinations performed by a questioned document examiner in a forensic laboratory, including ink
(15) The student explores principles of questioned document analysis in forensic science. The student is expected to:	(A) describe different types of examinations performed by a questioned document examiner in a forensic laboratory, including counterfeiting, handwriting, ink, and paper analysis	(iv) describe different types of examinations performed by a questioned document examiner in a forensic laboratory, including paper analysis
(15) The student explores principles of questioned document analysis in forensic science. The student is expected to:	(B) describe the security features incorporated in the U.S. currency to prevent counterfeiting	(i) describe the security features incorporated in the U.S. currency to prevent counterfeiting
(15) The student explores principles of questioned document analysis in forensic science. The student is expected to:	(C) perform handwriting comparisons of an unknown sample with exemplars by analyzing characteristics such as letter, line, and formatting	(i) perform handwriting comparisons of an unknown sample with exemplars by analyzing characteristics

Knowledge and Skill Statement	Student Expectation	Breakout
(15) The student explores principles of questioned document analysis in forensic science. The student is expected to:	(D) describe the process of ink analysis using chromatography	(i) describe the process of ink analysis using chromatography
(16) The student explores principles of anthropology relevant to forensic science. The student is expected to:	(A) identify the major bones of the human skeletal system	(i) identify the major bones of the human skeletal system
(16) The student explores principles of anthropology relevant to forensic science. The student is expected to:	(B) compare composition and structure of human bones with other animals	(i) compare composition of human bones with other animals
(16) The student explores principles of anthropology relevant to forensic science. The student is expected to:	(B) compare composition and structure of human bones with other animals	(ii) compare structure of human bones with other animals
(16) The student explores principles of anthropology relevant to forensic science. The student is expected to:	(C) describe the techniques used to excavate bones from a crime scene	(i) describe the techniques used to excavate bones from a crime scene
(16) The student explores principles of anthropology relevant to forensic science. The student is expected to:	(D) explain the characteristics of the human skeletal system indicative of specific gender, racial origin, and approximate range of age and height	(i) explain the characteristics of the human skeletal system indicative of specific gender
(16) The student explores principles of anthropology relevant to forensic science. The student is expected to:	(D) explain the characteristics of the human skeletal system indicative of specific gender, racial origin, and approximate range of age and height	(ii) explain the characteristics of the human skeletal system indicative of racial origin
(16) The student explores principles of anthropology relevant to forensic science. The student is expected to:	(D) explain the characteristics of the human skeletal system indicative of specific gender, racial origin, and approximate range of age and height	(iii) explain the characteristics of the human skeletal system indicative of approximate range of age

Knowledge and Skill Statement	Student Expectation	Breakout
(16) The student explores principles of anthropology relevant to forensic science. The student is expected to:	(D) explain the characteristics of the human skeletal system indicative of specific gender, racial origin, and approximate range of age and height	(iv) explain the characteristics of the human skeletal system indicative of approximate range of height
(16) The student explores principles of anthropology relevant to forensic science. The student is expected to:	(E) explain the role of dental records in identification of human remains	(i) explain the role of dental records in identification of human remains
(17) The student calculates the time and cause of death in relationship to decomposition of the human body. The student is expected to:	(A) explain the process and timeline of rigor mortis and its role in calculating time of death	(i) explain the process of rigor mortis
(17) The student calculates the time and cause of death in relationship to decomposition of the human body. The student is expected to:	(A) explain the process and timeline of rigor mortis and its role in calculating time of death	(ii) explain the timeline of rigor mortis
(17) The student calculates the time and cause of death in relationship to decomposition of the human body. The student is expected to:	(A) explain the process and timeline of rigor mortis and its role in calculating time of death	(iii) explain [the] role [of rigor mortis] in calculating time of death
(17) The student calculates the time and cause of death in relationship to decomposition of the human body. The student is expected to:	(B) explain post mortem lividity and its importance when processing a crime scene	(i) explain post mortem lividity when processing a crime scene
(17) The student calculates the time and cause of death in relationship to decomposition of the human body. The student is expected to:	(B) explain post mortem lividity and its importance when processing a crime scene	(ii) explain [post mortem lividity's] importance when processing a crime scene

Knowledge and Skill Statement	Student Expectation	Breakout
(17) The student calculates the time and cause of death in relationship to decomposition of the human body. The student is expected to:	(C) determine time of death using entomology	(i) determine time of death using entomology
(17) The student calculates the time and cause of death in relationship to decomposition of the human body. The student is expected to:	(D) determine time and cause of death methodologies through case studies	(i) determine time of death methodologies through case studies
(17) The student calculates the time and cause of death in relationship to decomposition of the human body. The student is expected to:	(D) determine time and cause of death methodologies through case studies	(ii) determine cause of death methodologies through case studies

Subject	Chapter 130. Career and Technical Education, Subchapter L. Law, Public Safety, Corrections, and Security
Course Title	§130.340. Court Systems and Practices (One Credit), Adopted 2015.
<p>(a) General Requirements. This course is recommended for students in Grades 10-12. Recommended prerequisite: Law Enforcement I or Principles of Government or Public Administration. Students shall be awarded one credit for successful completion of this course.</p>	
<p>(b) Introduction.</p>	
<p>(1) Career and technical education instruction provides content aligned with challenging academic standards and relevant technical knowledge and skills for students to further their education and succeed in current or emerging professions.</p> <p>(2) The Law, Public Safety, Corrections, and Security Career Cluster focuses on planning, managing, and providing legal services, public safety, protective services, and homeland security, including professional and technical support services.</p> <p>(3) Court Systems and Practices is an overview of the federal and state court systems. The course identifies the roles of judicial officers and the trial processes from pretrial to sentencing and examines the types and rules of evidence. Emphasis is placed on constitutional laws for criminal procedures such as search and seizure, stop and frisk, and interrogation.</p> <p>(4) Students are encouraged to participate in extended learning experiences such as career and technical student organizations and other leadership or extracurricular organizations.</p> <p>(5) Statements that contain the word "including" reference content that must be mastered, while those containing the phrase "such as" are intended as possible illustrative examples.</p>	

(c) Knowledge and Skills.		
Knowledge and Skill Statement	Student Expectation	Breakout
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to achieve business and industry employability skills standards such as attendance, on-time arrival, meeting deadlines, working toward personal/team goals every day, and ethical use of technology.	[A] achieve business and industry employability skills standards such as attendance, on-time arrival, meeting deadlines, working toward personal/team goals every day, and ethical use of technology	(i) achieve business and industry employability skills standards
(2) The student examines the structure of the legal system in the United States. The student is expected to:	(A) trace the history, structure, and function of state and federal court systems and criminal procedure	(i) trace the history of state court systems
(2) The student examines the structure of the legal system in the United States. The student is expected to:	(A) trace the history, structure, and function of state and federal court systems and criminal procedure	(ii) trace the history of state criminal procedure
(2) The student examines the structure of the legal system in the United States. The student is expected to:	(A) trace the history, structure, and function of state and federal court systems and criminal procedure	(iii) trace the history of federal court systems
(2) The student examines the structure of the legal system in the United States. The student is expected to:	(A) trace the history, structure, and function of state and federal court systems and criminal procedure	(iv) trace the history of federal criminal procedure
(2) The student examines the structure of the legal system in the United States. The student is expected to:	(A) trace the history, structure, and function of state and federal court systems and criminal procedure	(v) trace the structure of state court systems
(2) The student examines the structure of the legal system in the United States. The student is expected to:	(A) trace the history, structure, and function of state and federal court systems and criminal procedure	(vi) trace the structure of federal court systems

Knowledge and Skill Statement	Student Expectation	Breakout
(2) The student examines the structure of the legal system in the United States. The student is expected to:	(A) trace the history, structure, and function of state and federal court systems and criminal procedure	(vii) trace the function of state court systems
(2) The student examines the structure of the legal system in the United States. The student is expected to:	(A) trace the history, structure, and function of state and federal court systems and criminal procedure	(viii) trace the function of state criminal procedure
(2) The student examines the structure of the legal system in the United States. The student is expected to:	(A) trace the history, structure, and function of state and federal court systems and criminal procedure	(ix) trace the function of federal court systems
(2) The student examines the structure of the legal system in the United States. The student is expected to:	(A) trace the history, structure, and function of state and federal court systems and criminal procedure	(x) trace the function of federal criminal procedure
(2) The student examines the structure of the legal system in the United States. The student is expected to:	(B) compare and contrast the state court system and the federal court system	(i) compare and contrast the state court system and the federal court system
(2) The student examines the structure of the legal system in the United States. The student is expected to:	(C) explain and illustrate how jurisdiction impacts criminal charges and trial proceedings	(i) explain how jurisdiction impacts criminal charges
(2) The student examines the structure of the legal system in the United States. The student is expected to:	(C) explain and illustrate how jurisdiction impacts criminal charges and trial proceedings	(ii) explain how jurisdiction impacts trial proceedings
(2) The student examines the structure of the legal system in the United States. The student is expected to:	(C) explain and illustrate how jurisdiction impacts criminal charges and trial proceedings	(iii) illustrate how jurisdiction impacts criminal charges
(2) The student examines the structure of the legal system in the United States. The student is expected to:	(C) explain and illustrate how jurisdiction impacts criminal charges and trial proceedings	(iv) illustrate how jurisdiction impacts trial proceedings

Knowledge and Skill Statement	Student Expectation	Breakout
(2) The student examines the structure of the legal system in the United States. The student is expected to:	(D) explain and interpret the purposes of law regarding criminal acts and behaviors	(i) explain the purposes of law regarding criminal acts
(2) The student examines the structure of the legal system in the United States. The student is expected to:	(D) explain and interpret the purposes of law regarding criminal acts and behaviors	(ii) explain the purposes of law regarding criminal behaviors
(2) The student examines the structure of the legal system in the United States. The student is expected to:	(D) explain and interpret the purposes of law regarding criminal acts and behaviors	(iii) interpret the purposes of law regarding criminal acts
(2) The student examines the structure of the legal system in the United States. The student is expected to:	(D) explain and interpret the purposes of law regarding criminal acts and behaviors	(iv) interpret the purposes of law regarding criminal behaviors
(2) The student examines the structure of the legal system in the United States. The student is expected to:	(E) distinguish between constitutional law, case law, statutory law, and administrative law	(i) distinguish between constitutional law, case law, statutory law, and administrative law
(2) The student examines the structure of the legal system in the United States. The student is expected to:	(F) identify the differences in processing a misdemeanor and felony case	(i) identify the differences in processing a misdemeanor and felony case
(2) The student examines the structure of the legal system in the United States. The student is expected to:	(G) describe and interpret the impact of the grand jury process on court proceedings regarding criminal scenarios	(i) describe the impact of the grand jury process on court proceedings regarding criminal scenarios
(2) The student examines the structure of the legal system in the United States. The student is expected to:	(G) describe and interpret the impact of the grand jury process on court proceedings regarding criminal scenarios	(ii) interpret the impact of the grand jury process on court proceedings regarding criminal scenarios
(2) The student examines the structure of the legal system in the United States. The student is expected to:	(H) examine relationship of the U.S. Constitution and the Bill of Rights upon the court system	(i) examine relationship of the U.S. Constitution upon the court system

Knowledge and Skill Statement	Student Expectation	Breakout
(2) The student examines the structure of the legal system in the United States. The student is expected to:	(H) examine relationship of the U.S. Constitution and the Bill of Rights upon the court system	(ii) examine relationship of the Bill of Rights upon the court system
(2) The student examines the structure of the legal system in the United States. The student is expected to:	(I) describe the impact of public opinion and the legislature on the U.S. court system	(i) describe the impact of public opinion on the U.S. court system
(2) The student examines the structure of the legal system in the United States. The student is expected to:	(I) describe the impact of public opinion and the legislature on the U.S. court system	(ii) describe the impact of the legislature on the U.S. court system
(3) The student explores the roles and responsibilities of members of courtroom work groups. The student is expected to:	(A) explain the roles of professionals such as the police, prosecutor, judge, victim advocates, and criminal defense attorney in the criminal process	(i) explain the roles of professionals in the criminal process
(3) The student explores the roles and responsibilities of members of courtroom work groups. The student is expected to:	(B) examine the roles and importance of members of the courtroom such as the jury, bailiff, and court reporter	(i) examine the roles of members of the courtroom
(3) The student explores the roles and responsibilities of members of courtroom work groups. The student is expected to:	(B) examine the roles and importance of members of the courtroom such as the jury, bailiff, and court reporter	(ii) examine the importance of members of the courtroom
(3) The student explores the roles and responsibilities of members of courtroom work groups. The student is expected to:	(C) analyze the impact of the victim and the defendant upon the courtroom process	(i) analyze the impact of the victim upon the courtroom process
(3) The student explores the roles and responsibilities of members of courtroom work groups. The student is expected to:	(C) analyze the impact of the victim and the defendant upon the courtroom process	(ii) analyze the impact of the defendant upon the courtroom process

Knowledge and Skill Statement	Student Expectation	Breakout
(3) The student explores the roles and responsibilities of members of courtroom work groups. The student is expected to:	(D) discuss the dynamics of assembly line justice and discretion found in court proceedings	(i) discuss the dynamics of assembly line justice in court proceedings
(3) The student explores the roles and responsibilities of members of courtroom work groups. The student is expected to:	(D) discuss the dynamics of assembly line justice and discretion found in court proceedings	(ii) discuss the dynamics of discretion found in court proceedings
(4) The student recognizes communication skills needed for courtroom policies and procedures. The student is expected to:	(A) use communication skills to evaluate body language such as gestures, verbal tone, and inflection during testimony	(i) use communication skills to evaluate body language
(4) The student recognizes communication skills needed for courtroom policies and procedures. The student is expected to:	(B) demonstrate interpersonal communication skills	(i) demonstrate interpersonal communication skills
(4) The student recognizes communication skills needed for courtroom policies and procedures. The student is expected to:	(C) apply writing skills to formulate effective field note taking and report writing	(i) apply writing skills to formulate effective field note taking
(4) The student recognizes communication skills needed for courtroom policies and procedures. The student is expected to:	(C) apply writing skills to formulate effective field note taking and report writing	(ii) apply writing skills to formulate effective report writing
(5) The student examines the steps by which a criminal charge is processed through pretrial, trial, adjudication, and the appellate stages. The student is expected to:	(A) examine the interaction between police and prosecutor in filing complaints and making a decision to charge such as Defenses to Prosecution and application of various definitions of intent	(i) examine the interaction between police and prosecutor in filing complaints

Knowledge and Skill Statement	Student Expectation	Breakout
(5) The student examines the steps by which a criminal charge is processed through pretrial, trial, adjudication, and the appellate stages. The student is expected to:	(A) examine the interaction between police and prosecutor in filing complaints and making a decision to charge such as Defenses to Prosecution and application of various definitions of intent	(ii) examine the interaction between police and prosecutor in making a decision to charge
(5) The student examines the steps by which a criminal charge is processed through pretrial, trial, adjudication, and the appellate stages. The student is expected to:	(B) explain pretrial court proceedings such as rules of discovery, challenges to evidence, and the bail process	(i) explain pretrial court proceedings
(5) The student examines the steps by which a criminal charge is processed through pretrial, trial, adjudication, and the appellate stages. The student is expected to:	(C) distinguish between direct and circumstantial evidence and burden of proof for federal and state courts	(i) distinguish between direct and circumstantial evidence and burden of proof for federal courts
(5) The student examines the steps by which a criminal charge is processed through pretrial, trial, adjudication, and the appellate stages. The student is expected to:	(C) distinguish between direct and circumstantial evidence and burden of proof for federal and state courts	(ii) distinguish between direct and circumstantial evidence and burden of proof for state courts
(5) The student examines the steps by which a criminal charge is processed through pretrial, trial, adjudication, and the appellate stages. The student is expected to:	(D) explore the impact of pleas and plea bargaining on the trial proceedings	(i) explore the impact of pleas on the trial proceedings
(5) The student examines the steps by which a criminal charge is processed through pretrial, trial, adjudication, and the appellate stages. The student is expected to:	(D) explore the impact of pleas and plea bargaining on the trial proceedings	(ii) explore the impact of plea bargaining on the trial proceedings
(5) The student examines the steps by which a criminal charge is processed through pretrial, trial, adjudication, and the appellate stages. The student is expected to:	(E) identify the trial process from pretrial to sentencing	(i) identify the trial process from pretrial to sentencing

Knowledge and Skill Statement	Student Expectation	Breakout
(5) The student examines the steps by which a criminal charge is processed through pretrial, trial, adjudication, and the appellate stages. The student is expected to:	(F) evaluate a simulated criminal case	(i) evaluate a simulated criminal case
(5) The student examines the steps by which a criminal charge is processed through pretrial, trial, adjudication, and the appellate stages. The student is expected to:	(G) conduct a mock trial demonstrating understanding of the criminal trial procedure	(i) conduct a mock trial demonstrating understanding of the criminal trial procedure
(6) The student explains the structure and provisions of the U.S. Constitution and the Bill of Rights and how they impact the criminal trial process. The student is expected to:	(A) apply the police responsibilities under the Fourth Amendment regarding search and seizure in a simulated arrest scenario	(i) apply the police responsibilities under the Fourth Amendment regarding search and seizure in a simulated arrest scenario
(6) The student explains the structure and provisions of the U.S. Constitution and the Bill of Rights and how they impact the criminal trial process. The student is expected to:	(B) determine if a search initiated in a scenario is proper under the provisions of the Fourth Amendment	(i) determine if a search initiated in a scenario is proper under the provisions of the Fourth Amendment
(6) The student explains the structure and provisions of the U.S. Constitution and the Bill of Rights and how they impact the criminal trial process. The student is expected to:	(C) analyze the exclusionary rule and the fruit of the poisonous tree doctrine to determine if evidence obtained in an illegal search scenario is admissible in court	(i) analyze the exclusionary rule to determine if evidence obtained in an illegal search scenario is admissible in court
(6) The student explains the structure and provisions of the U.S. Constitution and the Bill of Rights and how they impact the criminal trial process. The student is expected to:	(C) analyze the exclusionary rule and the fruit of the poisonous tree doctrine to determine if evidence obtained in an illegal search scenario is admissible in court	(ii) analyze the fruit of the poisonous tree doctrine to determine if evidence obtained in an illegal search scenario is admissible in court

Knowledge and Skill Statement	Student Expectation	Breakout
(6) The student explains the structure and provisions of the U.S. Constitution and the Bill of Rights and how they impact the criminal trial process. The student is expected to:	(D) explain the impact of the Eighth, Ninth, and Tenth amendments on the criminal justice system	(i) explain the impact of the Eighth amendment on the criminal justice system
(6) The student explains the structure and provisions of the U.S. Constitution and the Bill of Rights and how they impact the criminal trial process. The student is expected to:	(D) explain the impact of the Eighth, Ninth, and Tenth amendments on the criminal justice system	(ii) explain the impact of the Ninth amendment on the criminal justice system
(6) The student explains the structure and provisions of the U.S. Constitution and the Bill of Rights and how they impact the criminal trial process. The student is expected to:	(D) explain the impact of the Eighth, Ninth, and Tenth amendments on the criminal justice system	(iii) explain the impact of the Tenth amendment on the criminal justice system
(6) The student explains the structure and provisions of the U.S. Constitution and the Bill of Rights and how they impact the criminal trial process. The student is expected to:	(E) analyze the effect of landmark cases such as <i>Miranda v. Arizona</i> , <i>Weeks v. United States</i> , <i>Mapp v. Ohio</i> , <i>Douglas v. California</i> , and <i>Escobedo v. Illinois</i> on individuals entering the criminal justice system	(i) analyze the effect of landmark cases on individuals entering the criminal justice system
(6) The student explains the structure and provisions of the U.S. Constitution and the Bill of Rights and how they impact the criminal trial process. The student is expected to:	(F) describe the due process rights of a criminal suspect in the trial and sentencing process	(i) describe the due process rights of a criminal suspect in the trial process
(6) The student explains the structure and provisions of the U.S. Constitution and the Bill of Rights and how they impact the criminal trial process. The student is expected to:	(F) describe the due process rights of a criminal suspect in the trial and sentencing process	(ii) describe the due process rights of a criminal suspect in the sentencing process

Knowledge and Skill Statement	Student Expectation	Breakout
(6) The student explains the structure and provisions of the U.S. Constitution and the Bill of Rights and how they impact the criminal trial process. The student is expected to:	(G) explain the impact of the Fifth and Sixth amendments on the criminal trial process	(i) explain the impact of the Fifth amendment on the criminal trial process
(6) The student explains the structure and provisions of the U.S. Constitution and the Bill of Rights and how they impact the criminal trial process. The student is expected to:	(G) explain the impact of the Fifth and Sixth amendments on the criminal trial process	(ii) explain the impact of the Sixth amendment on the criminal trial process

Subject	Chapter 130. Career and Technical Education, Subchapter L. Law, Public Safety, Corrections, and Security
Course Title	§130.341. Federal Law Enforcement and Protective Services (One Credit), Adopted 2015.
(a) General Requirements. This course is recommended for students in Grades 10-12. Recommended prerequisite: Principles of Law, Public Safety, Corrections, and Security. Students shall be awarded one credit for successful completion of this course.	
(b) Introduction.	
<p>(1) Career and technical education instruction provides content aligned with challenging academic standards and relevant technical knowledge and skills for students to further their education and succeed in current or emerging professions.</p> <p>(2) The Law, Public Safety, Corrections, and Security Career Cluster focuses on planning, managing, and providing legal services, public safety, protective services, and homeland security, including professional and technical support services.</p> <p>(3) Federal Law Enforcement and Protective Services provides the knowledge and skills necessary to prepare for certification in security services for federal law enforcement and protective services. The course provides an overview of security elements and types of organizations with a focus on security measures used to protect lives, property, and proprietary information, to ensure computer security, to provide information assurance, and to prevent cybercrime.</p> <p>(4) Students are encouraged to participate in extended learning experiences such as career and technical student organizations and other leadership or extracurricular organizations.</p> <p>(5) Statements that contain the word "including" reference content that must be mastered, while those containing the phrase "such as" are intended as possible illustrative examples.</p>	

(c) Knowledge and Skills.		
Knowledge and Skill Statement	Student Expectation	Breakout
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to achieve business and industry employability skills standards such as attendance, on-time arrival, meeting deadlines, working toward personal/team goals every day, and ethical use of technology.	[A] achieve business and industry employability skills standards such as attendance, on-time arrival, meeting deadlines, working toward personal/team goals every day, and ethical use of technology	(i) achieve business and industry employability skills standards
(2) The student demonstrates professional standards as required by federal law enforcement and protective services. The student is expected to:	(A) demonstrate positive work behaviors and attitudes, and professional standards in federal law enforcement and protective services	(i) demonstrate positive work behaviors in federal law enforcement and protective services
(2) The student demonstrates professional standards as required by federal law enforcement and protective services. The student is expected to:	(A) demonstrate positive work behaviors and attitudes, and professional standards in federal law enforcement and protective services	(ii) demonstrate positive work attitudes in federal law enforcement and protective services
(2) The student demonstrates professional standards as required by federal law enforcement and protective services. The student is expected to:	(A) demonstrate positive work behaviors and attitudes, and professional standards in federal law enforcement and protective services	(iii) demonstrate professional standards in federal law enforcement and protective services
(2) The student demonstrates professional standards as required by federal law enforcement and protective services. The student is expected to:	(B) support and apply ethical reasoning to a variety of simulation situations in order to make ethical decisions	(i) support ethical reasoning
(2) The student demonstrates professional standards as required by federal law enforcement and protective services. The student is expected to:	(B) support and apply ethical reasoning to a variety of simulation situations in order to make ethical decisions	(ii) apply ethical reasoning to a variety of simulation situations in order to make ethical decisions

Knowledge and Skill Statement	Student Expectation	Breakout
(2) The student demonstrates professional standards as required by federal law enforcement and protective services. The student is expected to:	(C) demonstrate teamwork skills through working cooperatively with others to achieve tasks such as team building, consensus, continuous improvement, respect of opinions of others, cooperation, adaptability, and conflict resolution	(i) demonstrate teamwork skills through working cooperatively with others to achieve tasks
(2) The student demonstrates professional standards as required by federal law enforcement and protective services. The student is expected to:	(D) demonstrate sensitivity to and value for diversity and confidentiality	(i) demonstrate sensitivity to diversity
(2) The student demonstrates professional standards as required by federal law enforcement and protective services. The student is expected to:	(D) demonstrate sensitivity to and value for diversity and confidentiality	(ii) demonstrate sensitivity to confidentiality
(2) The student demonstrates professional standards as required by federal law enforcement and protective services. The student is expected to:	(D) demonstrate sensitivity to and value for diversity and confidentiality	(iii) demonstrate value for diversity
(2) The student demonstrates professional standards as required by federal law enforcement and protective services. The student is expected to:	(D) demonstrate sensitivity to and value for diversity and confidentiality	(iv) demonstrate value for confidentiality
(2) The student demonstrates professional standards as required by federal law enforcement and protective services. The student is expected to:	(E) demonstrate an understanding of content, technical concepts, and vocabulary when analyzing information, following directions, conveying information, and accessing information sources such as texts, Internet websites, and technical materials.	(i) demonstrate an understanding of content when analyzing information

Knowledge and Skill Statement	Student Expectation	Breakout
(2) The student demonstrates professional standards as required by federal law enforcement and protective services. The student is expected to:	(E) demonstrate an understanding of content, technical concepts, and vocabulary when analyzing information, following directions, conveying information, and accessing information sources such as texts, Internet websites, and technical materials.	(ii) demonstrate an understanding of content when following directions
(2) The student demonstrates professional standards as required by federal law enforcement and protective services. The student is expected to:	(E) demonstrate an understanding of content, technical concepts, and vocabulary when analyzing information, following directions, conveying information, and accessing information sources such as texts, Internet websites, and technical materials.	(iii) demonstrate an understanding of content when conveying information
(2) The student demonstrates professional standards as required by federal law enforcement and protective services. The student is expected to:	(E) demonstrate an understanding of content, technical concepts, and vocabulary when analyzing information, following directions, conveying information, and accessing information sources such as texts, Internet websites, and technical materials.	(iv) demonstrate an understanding of content when accessing information sources
(2) The student demonstrates professional standards as required by federal law enforcement and protective services. The student is expected to:	(E) demonstrate an understanding of content, technical concepts, and vocabulary when analyzing information, following directions, conveying information, and accessing information sources such as texts, Internet websites, and technical materials.	(v) demonstrate an understanding of technical concepts when analyzing information
(2) The student demonstrates professional standards as required by federal law enforcement and protective services. The student is expected to:	(E) demonstrate an understanding of content, technical concepts, and vocabulary when analyzing information, following directions, conveying information, and accessing information sources such as texts, Internet websites, and technical materials.	(vi) demonstrate an understanding of technical concepts when following directions

Knowledge and Skill Statement	Student Expectation	Breakout
(2) The student demonstrates professional standards as required by federal law enforcement and protective services. The student is expected to:	(E) demonstrate an understanding of content, technical concepts, and vocabulary when analyzing information, following directions, conveying information, and accessing information sources such as texts, Internet websites, and technical materials.	(vii) demonstrate an understanding of technical concepts when conveying information
(2) The student demonstrates professional standards as required by federal law enforcement and protective services. The student is expected to:	(E) demonstrate an understanding of content, technical concepts, and vocabulary when analyzing information, following directions, conveying information, and accessing information sources such as texts, Internet websites, and technical materials.	(viii) demonstrate an understanding of technical concepts when accessing information sources
(2) The student demonstrates professional standards as required by federal law enforcement and protective services. The student is expected to:	(E) demonstrate an understanding of content, technical concepts, and vocabulary when analyzing information, following directions, conveying information, and accessing information sources such as texts, Internet websites, and technical materials.	(ix) demonstrate an understanding of vocabulary when analyzing information
(2) The student demonstrates professional standards as required by federal law enforcement and protective services. The student is expected to:	(E) demonstrate an understanding of content, technical concepts, and vocabulary when analyzing information, following directions, conveying information, and accessing information sources such as texts, Internet websites, and technical materials.	(x) demonstrate an understanding of vocabulary when following directions
(2) The student demonstrates professional standards as required by federal law enforcement and protective services. The student is expected to:	(E) demonstrate an understanding of content, technical concepts, and vocabulary when analyzing information, following directions, conveying information, and accessing information sources such as texts, Internet websites, and technical materials.	(xi) demonstrate an understanding of vocabulary when conveying information

Knowledge and Skill Statement	Student Expectation	Breakout
(2) The student demonstrates professional standards as required by federal law enforcement and protective services. The student is expected to:	(E) demonstrate an understanding of content, technical concepts, and vocabulary when analyzing information, following directions, conveying information, and accessing information sources such as texts, Internet websites, and technical materials.	(xii) demonstrate an understanding of vocabulary when accessing information sources
(3) The student explores the history of federal law enforcement and protective services in the United States. The student is expected to:	(A) research the development of federal law enforcement and protective services through the history of the United States	(i) research the development of federal law enforcement and protective services through the history of the United States
(3) The student explores the history of federal law enforcement and protective services in the United States. The student is expected to:	(B) explain the importance of the interface between federal law enforcement and protective services and other aspects of law enforcement	(i) explain the importance of the interface between federal law enforcement and protective services and other aspects of law enforcement
(4) The student identifies health, safety, and environmental responsibilities of federal law enforcement and protective services personnel in establishing and maintaining a safe work environment. The student is expected to:	(A) identify workplace hazards to health, safety, and the environment	(i) identify workplace hazards to health
(4) The student identifies health, safety, and environmental responsibilities of federal law enforcement and protective services personnel in establishing and maintaining a safe work environment. The student is expected to:	(A) identify workplace hazards to health, safety, and the environment	(ii) identify workplace hazards to safety
(4) The student identifies health, safety, and environmental responsibilities of federal law enforcement and protective services personnel in establishing and maintaining a safe work environment. The student is expected to:	(A) identify workplace hazards to health, safety, and the environment	(iii) identify workplace hazards to the environment

Knowledge and Skill Statement	Student Expectation	Breakout
(4) The student identifies health, safety, and environmental responsibilities of federal law enforcement and protective services personnel in establishing and maintaining a safe work environment. The student is expected to:	(B) inspect a workplace to identify potential health, safety, and environmental problems	(i) inspect a workplace to identify potential health problems
(4) The student identifies health, safety, and environmental responsibilities of federal law enforcement and protective services personnel in establishing and maintaining a safe work environment. The student is expected to:	(B) inspect a workplace to identify potential health, safety, and environmental problems	(ii) inspect a workplace to identify potential safety problems
(4) The student identifies health, safety, and environmental responsibilities of federal law enforcement and protective services personnel in establishing and maintaining a safe work environment. The student is expected to:	(B) inspect a workplace to identify potential health, safety, and environmental problems	(iii) inspect a workplace to identify potential environmental problems
(4) The student identifies health, safety, and environmental responsibilities of federal law enforcement and protective services personnel in establishing and maintaining a safe work environment. The student is expected to:	(C) investigate and document findings in simulated workplace incidents and accidents	(i) investigate findings in simulated workplace incidents
(4) The student identifies health, safety, and environmental responsibilities of federal law enforcement and protective services personnel in establishing and maintaining a safe work environment. The student is expected to:	(C) investigate and document findings in simulated workplace incidents and accidents	(ii) investigate findings in simulated workplace accidents

Knowledge and Skill Statement	Student Expectation	Breakout
(4) The student identifies health, safety, and environmental responsibilities of federal law enforcement and protective services personnel in establishing and maintaining a safe work environment. The student is expected to:	(C) investigate and document findings in simulated workplace incidents and accidents	(iii) document findings in simulated workplace incidents
(4) The student identifies health, safety, and environmental responsibilities of federal law enforcement and protective services personnel in establishing and maintaining a safe work environment. The student is expected to:	(C) investigate and document findings in simulated workplace incidents and accidents	(iv) document findings in simulated workplace accidents
(4) The student identifies health, safety, and environmental responsibilities of federal law enforcement and protective services personnel in establishing and maintaining a safe work environment. The student is expected to:	(D) summarize issues and problems associated with hazardous materials	(i) summarize issues associated with hazardous materials
(4) The student identifies health, safety, and environmental responsibilities of federal law enforcement and protective services personnel in establishing and maintaining a safe work environment. The student is expected to:	(D) summarize issues and problems associated with hazardous materials	(ii) summarize problems associated with hazardous materials
(5) The student analyzes the impact of ethical and legal responsibilities relevant to federal law enforcement and protective services. The student is expected to:	(A) differentiate between civil and criminal law	(i) differentiate between civil and criminal law
(5) The student analyzes the impact of ethical and legal responsibilities relevant to federal law enforcement and protective services. The student is expected to:	(B) analyze the impact of legal issues relevant to federal law enforcement and protective services	(i) analyze the impact of legal issues relevant to federal law enforcement and protective services

Knowledge and Skill Statement	Student Expectation	Breakout
(5) The student analyzes the impact of ethical and legal responsibilities relevant to federal law enforcement and protective services. The student is expected to:	(C) describe the importance of good public relations techniques as they relate to federal law enforcement and protective services and crisis situations	(i) describe the importance of good public relations techniques as they relate to federal law enforcement and protective services and crisis situations
(5) The student analyzes the impact of ethical and legal responsibilities relevant to federal law enforcement and protective services. The student is expected to:	(D) analyze the connections between constitutional and federal laws, federal law enforcement, and private security operations by referencing relevant constitutional amendments	(i) analyze the connections between constitutional and federal laws, federal law enforcement, and private security operations by referencing relevant constitutional amendments
(5) The student analyzes the impact of ethical and legal responsibilities relevant to federal law enforcement and protective services. The student is expected to:	(E) analyze specific federal, state, and local laws and regulations affecting government security operations	(i) analyze specific federal laws affecting government security operations
(5) The student analyzes the impact of ethical and legal responsibilities relevant to federal law enforcement and protective services. The student is expected to:	(E) analyze specific federal, state, and local laws and regulations affecting government security operations	(ii) analyze specific state laws affecting government security operations
(5) The student analyzes the impact of ethical and legal responsibilities relevant to federal law enforcement and protective services. The student is expected to:	(E) analyze specific federal, state, and local laws and regulations affecting government security operations	(iii) analyze specific local laws affecting government security operations
(5) The student analyzes the impact of ethical and legal responsibilities relevant to federal law enforcement and protective services. The student is expected to:	(E) analyze specific federal, state, and local laws and regulations affecting government security operations	(iv) analyze specific regulations affecting government security operations
(5) The student analyzes the impact of ethical and legal responsibilities relevant to federal law enforcement and protective services. The student is expected to:	(F) summarize specific juvenile laws affecting security operations	(i) summarize specific juvenile laws affecting security operations

Knowledge and Skill Statement	Student Expectation	Breakout
(5) The student analyzes the impact of ethical and legal responsibilities relevant to federal law enforcement and protective services. The student is expected to:	(G) compare alternative responses in simulated security scenarios that require application of ethical and legal behavior	(i) compare alternative responses in simulated security scenarios that require application of ethical behavior
(5) The student analyzes the impact of ethical and legal responsibilities relevant to federal law enforcement and protective services. The student is expected to:	(G) compare alternative responses in simulated security scenarios that require application of ethical and legal behavior	(ii) compare alternative responses in simulated security scenarios that require application of legal behavior
(5) The student analyzes the impact of ethical and legal responsibilities relevant to federal law enforcement and protective services. The student is expected to:	(H) discuss the possible ramifications of unethical behavior on the part of security professionals	(i) discuss the possible ramifications of unethical behavior on the part of security professionals
(5) The student analyzes the impact of ethical and legal responsibilities relevant to federal law enforcement and protective services. The student is expected to:	(I) analyze the importance of the Fourth Amendment with respect to security officer powers of arrest, search, and seizure	(i) analyze the importance of the Fourth Amendment with respect to security officer powers of arrest
(5) The student analyzes the impact of ethical and legal responsibilities relevant to federal law enforcement and protective services. The student is expected to:	(I) analyze the importance of the Fourth Amendment with respect to security officer powers of arrest, search, and seizure	(ii) analyze the importance of the Fourth Amendment with respect to security officer powers of search
(5) The student analyzes the impact of ethical and legal responsibilities relevant to federal law enforcement and protective services. The student is expected to:	(I) analyze the importance of the Fourth Amendment with respect to security officer powers of arrest, search, and seizure	(iii) analyze the importance of the Fourth Amendment with respect to security officer powers of seizure
(5) The student analyzes the impact of ethical and legal responsibilities relevant to federal law enforcement and protective services. The student is expected to:	(J) summarize the due process rights granted to individuals by the Fifth Amendment during an interrogation	(i) summarize the due process rights granted to individuals by the Fifth Amendment during an interrogation

Knowledge and Skill Statement	Student Expectation	Breakout
(5) The student analyzes the impact of ethical and legal responsibilities relevant to federal law enforcement and protective services. The student is expected to:	(K) analyze the impact of the Fourteenth Amendment as it relates to due process and equal protection of the law	(i) analyze the impact of the Fourteenth Amendment as it relates to due process
(5) The student analyzes the impact of ethical and legal responsibilities relevant to federal law enforcement and protective services. The student is expected to:	(K) analyze the impact of the Fourteenth Amendment as it relates to due process and equal protection of the law	(ii) analyze the impact of the Fourteenth Amendment as it relates to equal protection of the law
(5) The student analyzes the impact of ethical and legal responsibilities relevant to federal law enforcement and protective services. The student is expected to:	(L) analyze the importance of social media and be familiar with its effects on federal law enforcement and protective services	(i) analyze the importance of social media
(5) The student analyzes the impact of ethical and legal responsibilities relevant to federal law enforcement and protective services. The student is expected to:	(L) analyze the importance of social media and be familiar with its effects on federal law enforcement and protective services	(ii) be familiar with [social media's] effects on federal law enforcement and protective services
(6) The student explains risk management principles as they apply to security functions for the protection of assets. The student is expected to:	(A) describe the sources of natural, intentional, and unintentional threats such as information assurance, computer security, cybercrime, human trafficking, border security, and domestic and foreign terrorism	(i) describe the sources of natural threats
(6) The student explains risk management principles as they apply to security functions for the protection of assets. The student is expected to:	(A) describe the sources of natural, intentional, and unintentional threats such as information assurance, computer security, cybercrime, human trafficking, border security, and domestic and foreign terrorism	(ii) describe the sources of intentional threats
(6) The student explains risk management principles as they apply to security functions for the protection of assets. The student is expected to:	(A) describe the sources of natural, intentional, and unintentional threats such as information assurance, computer security, cybercrime, human trafficking, border security, and domestic and foreign terrorism	(iii) describe the sources of unintentional threats

Knowledge and Skill Statement	Student Expectation	Breakout
(6) The student explains risk management principles as they apply to security functions for the protection of assets. The student is expected to:	(B) present examples that depict potential physical, electronic, procedural, and personnel vulnerabilities	(i) present examples that depict potential physical vulnerabilities
(6) The student explains risk management principles as they apply to security functions for the protection of assets. The student is expected to:	(B) present examples that depict potential physical, electronic, procedural, and personnel vulnerabilities	(ii) present examples that depict potential electronic vulnerabilities
(6) The student explains risk management principles as they apply to security functions for the protection of assets. The student is expected to:	(B) present examples that depict potential physical, electronic, procedural, and personnel vulnerabilities	(iii) present examples that depict potential procedural vulnerabilities
(6) The student explains risk management principles as they apply to security functions for the protection of assets. The student is expected to:	(B) present examples that depict potential physical, electronic, procedural, and personnel vulnerabilities	(iv) present examples that depict potential personnel vulnerabilities
(6) The student explains risk management principles as they apply to security functions for the protection of assets. The student is expected to:	(C) summarize the concept of risk management from a local, state, federal, and national security perspective, including the importance of knowing what to protect and the consequences of loss	(i) summarize the concept of risk management from a local perspective, including the importance of knowing what to protect
(6) The student explains risk management principles as they apply to security functions for the protection of assets. The student is expected to:	(C) summarize the concept of risk management from a local, state, federal, and national security perspective, including the importance of knowing what to protect and the consequences of loss	(ii) summarize the concept of risk management from a local perspective, including the importance of knowing the consequences of loss
(6) The student explains risk management principles as they apply to security functions for the protection of assets. The student is expected to:	(C) summarize the concept of risk management from a local, state, federal, and national security perspective, including the importance of knowing what to protect and the consequences of loss	(iii) summarize the concept of risk management from a state perspective, including the importance of knowing what to protect

Knowledge and Skill Statement	Student Expectation	Breakout
(6) The student explains risk management principles as they apply to security functions for the protection of assets. The student is expected to:	(C) summarize the concept of risk management from a local, state, federal, and national security perspective, including the importance of knowing what to protect and the consequences of loss	(iv) summarize the concept of risk management from a state perspective, including the importance of knowing the consequences of loss
(6) The student explains risk management principles as they apply to security functions for the protection of assets. The student is expected to:	(C) summarize the concept of risk management from a local, state, federal, and national security perspective, including the importance of knowing what to protect and the consequences of loss	(v) summarize the concept of risk management from a federal perspective, including the importance of knowing what to protect
(6) The student explains risk management principles as they apply to security functions for the protection of assets. The student is expected to:	(C) summarize the concept of risk management from a local, state, federal, and national security perspective, including the importance of knowing what to protect and the consequences of loss	(vi) summarize the concept of risk management from a federal perspective, including the importance of knowing the consequences of loss
(6) The student explains risk management principles as they apply to security functions for the protection of assets. The student is expected to:	(C) summarize the concept of risk management from a local, state, federal, and national security perspective, including the importance of knowing what to protect and the consequences of loss	(vii) summarize the concept of risk management from a national security perspective, including the importance of knowing what to protect
(6) The student explains risk management principles as they apply to security functions for the protection of assets. The student is expected to:	(C) summarize the concept of risk management from a local, state, federal, and national security perspective, including the importance of knowing what to protect and the consequences of loss	(viii) summarize the concept of risk management from a national security perspective, including the importance of knowing the consequences of loss
(6) The student explains risk management principles as they apply to security functions for the protection of assets. The student is expected to:	(D) explain how security operations and the criminal justice field interface and rely upon each other	(i) explain how security operations and the criminal justice field interface each other

Knowledge and Skill Statement	Student Expectation	Breakout
(6) The student explains risk management principles as they apply to security functions for the protection of assets. The student is expected to:	(D) explain how security operations and the criminal justice field interface and rely upon each other	(ii) explain how security operations and the criminal justice field rely upon each other
(7) The student analyzes the role of computer forensics in security operations. The student is expected to:	(A) summarize the role of computer applications relating to forensics investigations	(i) summarize the role of computer applications relating to forensics investigations
(7) The student analyzes the role of computer forensics in security operations. The student is expected to:	(B) investigate criminal activity in areas such as cybercrime, the Internet, and Internet trafficking	(i) investigate criminal activity
(8) The student analyzes security systems and their role in an overall security strategy. The student is expected to:	(A) summarize the purposes, types, and applications of physical and electronic access control systems, surveillance systems, and intrusion detection systems	(i) summarize the purposes of physical access control systems
(8) The student analyzes security systems and their role in an overall security strategy. The student is expected to:	(A) summarize the purposes, types, and applications of physical and electronic access control systems, surveillance systems, and intrusion detection systems	(ii) summarize the types of physical access control systems
(8) The student analyzes security systems and their role in an overall security strategy. The student is expected to:	(A) summarize the purposes, types, and applications of physical and electronic access control systems, surveillance systems, and intrusion detection systems	(iii) summarize the applications of physical access control systems
(8) The student analyzes security systems and their role in an overall security strategy. The student is expected to:	(A) summarize the purposes, types, and applications of physical and electronic access control systems, surveillance systems, and intrusion detection systems	(iv) summarize the purposes of electronic access control systems
(8) The student analyzes security systems and their role in an overall security strategy. The student is expected to:	(A) summarize the purposes, types, and applications of physical and electronic access control systems, surveillance systems, and intrusion detection systems	(v) summarize the types of electronic access control systems

Knowledge and Skill Statement	Student Expectation	Breakout
(8) The student analyzes security systems and their role in an overall security strategy. The student is expected to:	(A) summarize the purposes, types, and applications of physical and electronic access control systems, surveillance systems, and intrusion detection systems	(vi) summarize the applications of electronic access control systems
(8) The student analyzes security systems and their role in an overall security strategy. The student is expected to:	(A) summarize the purposes, types, and applications of physical and electronic access control systems, surveillance systems, and intrusion detection systems	(vii) summarize the purposes of physical surveillance systems
(8) The student analyzes security systems and their role in an overall security strategy. The student is expected to:	(A) summarize the purposes, types, and applications of physical and electronic access control systems, surveillance systems, and intrusion detection systems	(viii) summarize the types of physical surveillance systems
(8) The student analyzes security systems and their role in an overall security strategy. The student is expected to:	(A) summarize the purposes, types, and applications of physical and electronic access control systems, surveillance systems, and intrusion detection systems	(ix) summarize the applications of physical surveillance systems
(8) The student analyzes security systems and their role in an overall security strategy. The student is expected to:	(A) summarize the purposes, types, and applications of physical and electronic access control systems, surveillance systems, and intrusion detection systems	(x) summarize the purposes of electronic surveillance systems
(8) The student analyzes security systems and their role in an overall security strategy. The student is expected to:	(A) summarize the purposes, types, and applications of physical and electronic access control systems, surveillance systems, and intrusion detection systems	(xi) summarize the types of electronic surveillance systems
(8) The student analyzes security systems and their role in an overall security strategy. The student is expected to:	(A) summarize the purposes, types, and applications of physical and electronic access control systems, surveillance systems, and intrusion detection systems	(xii) summarize the applications of electronic surveillance systems

Knowledge and Skill Statement	Student Expectation	Breakout
(8) The student analyzes security systems and their role in an overall security strategy. The student is expected to:	(A) summarize the purposes, types, and applications of physical and electronic access control systems, surveillance systems, and intrusion detection systems	(xiii) summarize the purposes of physical intrusion detection systems
(8) The student analyzes security systems and their role in an overall security strategy. The student is expected to:	(A) summarize the purposes, types, and applications of physical and electronic access control systems, surveillance systems, and intrusion detection systems	(xiv) summarize the types of physical intrusion detection systems
(8) The student analyzes security systems and their role in an overall security strategy. The student is expected to:	(A) summarize the purposes, types, and applications of physical and electronic access control systems, surveillance systems, and intrusion detection systems	(xv) summarize the applications of physical intrusion detection systems
(8) The student analyzes security systems and their role in an overall security strategy. The student is expected to:	(A) summarize the purposes, types, and applications of physical and electronic access control systems, surveillance systems, and intrusion detection systems	(xvi) summarize the purposes of electronic intrusion detection systems
(8) The student analyzes security systems and their role in an overall security strategy. The student is expected to:	(A) summarize the purposes, types, and applications of physical and electronic access control systems, surveillance systems, and intrusion detection systems	(xvii) summarize the types of electronic intrusion detection systems
(8) The student analyzes security systems and their role in an overall security strategy. The student is expected to:	(A) summarize the purposes, types, and applications of physical and electronic access control systems, surveillance systems, and intrusion detection systems	(xviii) summarize the applications of electronic intrusion detection systems
(8) The student analyzes security systems and their role in an overall security strategy. The student is expected to:	(B) analyze how physical and electronic systems work together as an integrated system to support an overall protection strategy	(i) analyze how physical systems work together as an integrated system to support an overall protection strategy

Knowledge and Skill Statement	Student Expectation	Breakout
(8) The student analyzes security systems and their role in an overall security strategy. The student is expected to:	(B) analyze how physical and electronic systems work together as an integrated system to support an overall protection strategy	(ii) analyze how electronic systems work together as an integrated system to support an overall protection strategy
(8) The student analyzes security systems and their role in an overall security strategy. The student is expected to:	(C) analyze the roles of security surveys, inspections, and exercises to test existing protection measures	(i) analyze the roles of security surveys
(8) The student analyzes security systems and their role in an overall security strategy. The student is expected to:	(C) analyze the roles of security surveys, inspections, and exercises to test existing protection measures	(ii) analyze the roles of inspections
(8) The student analyzes security systems and their role in an overall security strategy. The student is expected to:	(C) analyze the roles of security surveys, inspections, and exercises to test existing protection measures	(iii) analyze the roles of exercises to test existing protection measures
(9) The student investigates disaster response in emergency situations as it relates to the duties of a security officer for the protection of persons, property, and information. The student is expected to:	(A) summarize the characteristics of terrorism as a criminal act	(i) summarize the characteristics of terrorism as a criminal act
(9) The student investigates disaster response in emergency situations as it relates to the duties of a security officer for the protection of persons, property, and information. The student is expected to:	(B) examine the elements and techniques of critical infrastructure protection to reduce the risk to key terrorist targets and the impact of natural disasters	(i) examine the elements of critical infrastructure protection to reduce the risk to key terrorist targets
(9) The student investigates disaster response in emergency situations as it relates to the duties of a security officer for the protection of persons, property, and information. The student is expected to:	(B) examine the elements and techniques of critical infrastructure protection to reduce the risk to key terrorist targets and the impact of natural disasters	(ii) examine the elements of critical infrastructure protection to reduce the impact of natural disasters

Knowledge and Skill Statement	Student Expectation	Breakout
(9) The student investigates disaster response in emergency situations as it relates to the duties of a security officer for the protection of persons, property, and information. The student is expected to:	(B) examine the elements and techniques of critical infrastructure protection to reduce the risk to key terrorist targets and the impact of natural disasters	(iii) examine the techniques of critical infrastructure protection to reduce the risk to key terrorist targets
(9) The student investigates disaster response in emergency situations as it relates to the duties of a security officer for the protection of persons, property, and information. The student is expected to:	(B) examine the elements and techniques of critical infrastructure protection to reduce the risk to key terrorist targets and the impact of natural disasters	(iv) examine the techniques of critical infrastructure protection to reduce the impact of natural disasters
(10) The student recognizes the role of intelligence analysis in crime prevention and homeland security. The student is expected to:	(A) summarize the steps of the intelligence cycle such as planning, collection, collation, evaluation, analysis, dissemination, and feedback	(i) summarize the steps of the intelligence cycle
(10) The student recognizes the role of intelligence analysis in crime prevention and homeland security. The student is expected to:	(B) execute a crime pattern analysis identifying links between a given crime and a set of potentially related incidents	(i) execute a crime pattern analysis identifying links between a given crime and a set of potentially related incidents
(11) The student applies crime prevention concepts. The student is expected to:	(A) diagram the crime triangle of ability, opportunity, and motive	(i) diagram the crime triangle of ability, opportunity, and motive
(11) The student applies crime prevention concepts. The student is expected to:	(B) describe the concepts of deter, detect, delay, and deny	(i) describe the concept of deter
(11) The student applies crime prevention concepts. The student is expected to:	(B) describe the concepts of deter, detect, delay, and deny	(ii) describe the concept of detect
(11) The student applies crime prevention concepts. The student is expected to:	(B) describe the concepts of deter, detect, delay, and deny	(iii) describe the concept of delay

Knowledge and Skill Statement	Student Expectation	Breakout
(11) The student applies crime prevention concepts. The student is expected to:	(B) describe the concepts of deter, detect, delay, and deny	(iv) describe the concept of deny
(11) The student applies crime prevention concepts. The student is expected to:	(C) evaluate the security of a business or residence by using crime prevention through environmental design strategies	(i) evaluate the security of a business or residence by using crime prevention through environmental design strategies
(12) The student evaluates situations requiring the use of force. The student is expected to:	(A) demonstrate the use of the force continuum in simulated situations requiring varied degrees of force	(i) demonstrate the use of the force continuum in simulated situations requiring varied degrees of force
(12) The student evaluates situations requiring the use of force. The student is expected to:	(B) explain the guidelines and restrictions imposed by state and federal governments related to the use of deadly force	(i) explain the guidelines imposed by state governments related to the use of deadly force
(12) The student evaluates situations requiring the use of force. The student is expected to:	(B) explain the guidelines and restrictions imposed by state and federal governments related to the use of deadly force	(ii) explain the restrictions imposed by state governments related to the use of deadly force
(12) The student evaluates situations requiring the use of force. The student is expected to:	(B) explain the guidelines and restrictions imposed by state and federal governments related to the use of deadly force	(iii) explain the guidelines imposed by federal governments related to the use of deadly force
(12) The student evaluates situations requiring the use of force. The student is expected to:	(B) explain the guidelines and restrictions imposed by state and federal governments related to the use of deadly force	(iv) explain the restrictions imposed by federal governments related to the use of deadly force

Knowledge and Skill Statement	Student Expectation	Breakout
<p>(13) The student analyzes procedures and protocols for self-defense in homeland security and protective services. The student is expected to demonstrate self-defense and defensive tactics such as ready stance, escort positions, strikes, kicks, punches, handcuffing, and searching.</p>	<p>[A] demonstrate self-defense and defensive tactics such as ready stance, escort positions, strikes, kicks, punches, handcuffing, and searching</p>	<p>(i) demonstrate self-defense tactics</p>
<p>(13) The student analyzes procedures and protocols for self-defense in homeland security and protective services. The student is expected to demonstrate self-defense and defensive tactics such as ready stance, escort positions, strikes, kicks, punches, handcuffing, and searching.</p>	<p>[A] demonstrate self-defense and defensive tactics such as ready stance, escort positions, strikes, kicks, punches, handcuffing, and searching</p>	<p>(ii) demonstrate defensive tactics</p>
<p>(14) The student recognizes the importance of critical infrastructures and key assets. The student is expected to:</p>	<p>(A) discuss the importance of critical infrastructure and key assets within federal law enforcement and protective services such as water, power and energy, information, transportation, banking and finance, defense, postal and shipping, agricultural and food, public health, and emergency services</p>	<p>(i) discuss the importance of critical infrastructure within federal law enforcement and protective services</p>
<p>(14) The student recognizes the importance of critical infrastructures and key assets. The student is expected to:</p>	<p>(A) discuss the importance of critical infrastructure and key assets within federal law enforcement and protective services such as water, power and energy, information, transportation, banking and finance, defense, postal and shipping, agricultural and food, public health, and emergency services</p>	<p>(ii) discuss the importance of key assets within federal law enforcement and protective services</p>

Knowledge and Skill Statement	Student Expectation	Breakout
(14) The student recognizes the importance of critical infrastructures and key assets. The student is expected to:	(B) create a plan of action for city and state for situations involving threats to critical infrastructure and key assets	(i) create a plan of action for city for situations involving threats to critical infrastructure
(14) The student recognizes the importance of critical infrastructures and key assets. The student is expected to:	(B) create a plan of action for city and state for situations involving threats to critical infrastructure and key assets	(ii) create a plan of action for state for situations involving threats to critical infrastructure
(14) The student recognizes the importance of critical infrastructures and key assets. The student is expected to:	(B) create a plan of action for city and state for situations involving threats to critical infrastructure and key assets	(iii) create a plan of action for city situations involving threats to key assets
(14) The student recognizes the importance of critical infrastructures and key assets. The student is expected to:	(B) create a plan of action for city and state for situations involving threats to critical infrastructure and key assets	(iv) create a plan of action for state situations involving threats to key assets
(15) The student identifies chemical and biological threat identification, protection, detection, and decontamination concepts. The student is expected to:	(A) analyze research on the cause and effects of chemical threats such as airborne pathogens and toxic, nuclear, biological, and manmade chemicals	(i) analyze research on the causes of chemical threats
(15) The student identifies chemical and biological threat identification, protection, detection, and decontamination concepts. The student is expected to:	(A) analyze research on the cause and effects of chemical threats such as airborne pathogens and toxic, nuclear, biological, and manmade chemicals	(ii) analyze research on the effects of chemical threats
(15) The student identifies chemical and biological threat identification, protection, detection, and decontamination concepts. The student is expected to:	(B) create research projects on the cause and effects of chemical threats such as airborne pathogens and toxic, nuclear, biological, and manmade chemicals	(i) create research projects on the causes of chemical threats

Knowledge and Skill Statement	Student Expectation	Breakout
(15) The student identifies chemical and biological threat identification, protection, detection, and decontamination concepts. The student is expected to:	(B) create research projects on the cause and effects of chemical threats such as airborne pathogens and toxic, nuclear, biological, and manmade chemicals	(ii) create research projects on the effects of chemical threats
(16) The student recognizes law enforcement roles in preparedness and response systems for disaster situations. The student is expected to:	(A) develop a plan of action for disaster preparedness within home, school, or community	(i) develop a plan of action for disaster preparedness within home, school, or community
(16) The student recognizes law enforcement roles in preparedness and response systems for disaster situations. The student is expected to:	(B) evaluate the effectiveness of the actions in place for all natural disasters	(i) evaluate the effectiveness of the actions in place for all natural disasters
(16) The student recognizes law enforcement roles in preparedness and response systems for disaster situations. The student is expected to:	(C) evaluate the effectiveness of preparedness and response systems during and after a disaster	(i) evaluate the effectiveness of preparedness systems during a disaster
(16) The student recognizes law enforcement roles in preparedness and response systems for disaster situations. The student is expected to:	(C) evaluate the effectiveness of preparedness and response systems during and after a disaster	(ii) evaluate the effectiveness of preparedness systems after a disaster
(16) The student recognizes law enforcement roles in preparedness and response systems for disaster situations. The student is expected to:	(C) evaluate the effectiveness of preparedness and response systems during and after a disaster	(iii) evaluate the effectiveness of response systems during a disaster
(16) The student recognizes law enforcement roles in preparedness and response systems for disaster situations. The student is expected to:	(C) evaluate the effectiveness of preparedness and response systems during and after a disaster	(iv) evaluate the effectiveness of response systems after a disaster

Knowledge and Skill Statement	Student Expectation	Breakout
(16) The student recognizes law enforcement roles in preparedness and response systems for disaster situations. The student is expected to:	(D) appraise a disaster situation to determine the appropriate course of action	(i) appraise a disaster situation to determine the appropriate course of action
(16) The student recognizes law enforcement roles in preparedness and response systems for disaster situations. The student is expected to:	(E) examine and implement the Community Emergency Response Team (CERT) guidelines for home, school, or community such as fire safety, disaster medical operations, search and rescue, and terrorism	(i) examine the Community Emergency Response Team (CERT) guidelines for home, school, or community
(16) The student recognizes law enforcement roles in preparedness and response systems for disaster situations. The student is expected to:	(E) examine and implement the Community Emergency Response Team (CERT) guidelines for home, school, or community such as fire safety, disaster medical operations, search and rescue, and terrorism	(ii) implement the Community Emergency Response Team (CERT) guidelines for home, school, or community
(16) The student recognizes law enforcement roles in preparedness and response systems for disaster situations. The student is expected to:	(F) construct a CERT disaster simulation within the school or community	(i) construct a CERT disaster simulation within the school or community

Subject	Chapter 130. Career and Technical Education, Subchapter L. Law, Public Safety, Corrections, and Security
Course Title	§130.342. Practicum in Law, Public Safety, Corrections, and Security (Two Credits), Adopted 2015.
<p>(a) General Requirements. This course is recommended for students in Grades 11 and 12. The practicum course is a paid or unpaid capstone experience for students participating in a coherent sequence of career and technical education courses in the Law, Public Safety, Corrections, and Security Career Cluster. Students shall be awarded two credits for successful completion of this course. A student may repeat this course once for credit provided that the student is experiencing different aspects of the industry and demonstrating proficiency in additional and more advanced knowledge and skills.</p>	
<p>(b) Introduction.</p>	
<p>(1) Career and technical education instruction provides content aligned with challenging academic standards and relevant technical knowledge and skills for students to further their education and succeed in current or emerging professions.</p> <p>(2) The Law, Public Safety, Corrections, and Security Career Cluster focuses on planning, managing, and providing legal services, public safety, protective services, and homeland security, including professional and technical support services.</p> <p>(3) The practicum course is designed to give students supervised practical application of previously studied knowledge and skills in law, public safety, corrections, and security. Practicum experiences can occur in a variety of locations appropriate to the nature and level of experience.</p> <p>(4) Students are encouraged to participate in extended learning experiences such as career and technical student organizations and other leadership or extracurricular organizations.</p> <p>(5) Statements that contain the word "including" reference content that must be mastered, while those containing the phrase "such as" are intended as possible illustrative examples.</p>	

(c) Knowledge and Skills.		
Knowledge and Skill Statement	Student Expectation	Breakout
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to achieve business and industry employability skills standards such as attendance, on-time arrival, meeting deadlines, working toward personal/team goals every day, and ethical use of technology.	[A] achieve business and industry employability skills standards such as attendance, on-time arrival, meeting deadlines, working toward personal/team goals every day, and ethical use of technology	(i) achieve business and industry employability skills standards
(2) The student demonstrates professional standards as required by business and industry. The student is expected to:	(A) adhere to policies and procedures	(i) adhere to policies
(2) The student demonstrates professional standards as required by business and industry. The student is expected to:	(A) adhere to policies and procedures	(ii) adhere to procedures
(2) The student demonstrates professional standards as required by business and industry. The student is expected to:	(B) demonstrate positive work behaviors and attitudes such as punctuality, time management, initiative, and cooperation	(i) demonstrate positive work behaviors
(2) The student demonstrates professional standards as required by business and industry. The student is expected to:	(B) demonstrate positive work behaviors and attitudes such as punctuality, time management, initiative, and cooperation	(ii) demonstrate positive work attitudes
(2) The student demonstrates professional standards as required by business and industry. The student is expected to:	(C) accept constructive criticism	(i) accept constructive criticism

Knowledge and Skill Statement	Student Expectation	Breakout
(2) The student demonstrates professional standards as required by business and industry. The student is expected to:	(D) apply ethical reasoning to a variety of situations in order to make ethical decisions	(i) apply ethical reasoning to a variety of situations in order to make ethical decisions
(2) The student demonstrates professional standards as required by business and industry. The student is expected to:	(E) complete tasks with the highest standards to ensure quality services	(i) complete tasks with the highest standards to ensure quality services
(2) The student demonstrates professional standards as required by business and industry. The student is expected to:	(F) describe professional standards in law, public safety, corrections, and security careers such as dress, grooming, and personal protective equipment as appropriate	(i) describe professional standards in law, public safety, corrections, and security careers
(2) The student demonstrates professional standards as required by business and industry. The student is expected to:	(G) comply with practicum setting safety such as rules and regulations to maintain safe and healthful working conditions and environments	(i) comply with practicum setting safety
(3) The student applies concepts of critical thinking and problem solving. The student is expected to:	(A) analyze elements of a problem to develop creative and innovative solutions	(i) analyze elements of a problem to develop creative solutions
(3) The student applies concepts of critical thinking and problem solving. The student is expected to:	(A) analyze elements of a problem to develop creative and innovative solutions	(ii) analyze elements of a problem to develop innovative solutions
(3) The student applies concepts of critical thinking and problem solving. The student is expected to:	(B) critically analyze information to determine its value for the problem-solving task	(i) critically analyze information to determine its value for the problem-solving task
(3) The student applies concepts of critical thinking and problem solving. The student is expected to:	(C) compare and contrast alternatives using a variety of critical-thinking skills	(i) compare and contrast alternatives using a variety of critical-thinking skills

Knowledge and Skill Statement	Student Expectation	Breakout
(3) The student applies concepts of critical thinking and problem solving. The student is expected to:	(D) conduct technical research to gather information necessary for decision making	(i) conduct technical research to gather information necessary for decision making
(4) The student demonstrates leadership and teamwork skills in collaborating with others to accomplish goals and objectives. The student is expected to:	(A) analyze leadership characteristics such as trust, positive attitude, integrity, and willingness to accept key responsibilities in a work situation	(i) analyze leadership characteristics
(4) The student demonstrates leadership and teamwork skills in collaborating with others to accomplish goals and objectives. The student is expected to:	(B) demonstrate teamwork skills through working cooperatively with others to achieve tasks	(i) demonstrate teamwork skills through working cooperatively with others to achieve tasks
(4) The student demonstrates leadership and teamwork skills in collaborating with others to accomplish goals and objectives. The student is expected to:	(C) demonstrate teamwork processes that promote skills such as team building, consensus, continuous improvement, respect for the opinions of others, cooperation, adaptability, and conflict resolution	(i) demonstrate teamwork processes that promote skills
(4) The student demonstrates leadership and teamwork skills in collaborating with others to accomplish goals and objectives. The student is expected to:	(D) demonstrate responsibility for shared group and individual work tasks	(i) demonstrate responsibility for shared group work tasks
(4) The student demonstrates leadership and teamwork skills in collaborating with others to accomplish goals and objectives. The student is expected to:	(D) demonstrate responsibility for shared group and individual work tasks	(ii) demonstrate responsibility for individual work tasks
(4) The student demonstrates leadership and teamwork skills in collaborating with others to accomplish goals and objectives. The student is expected to:	(E) maintain effective working relationships in order to accomplish objectives and tasks	(i) maintain effective working relationships in order to accomplish objectives

Knowledge and Skill Statement	Student Expectation	Breakout
(4) The student demonstrates leadership and teamwork skills in collaborating with others to accomplish goals and objectives. The student is expected to:	(E) maintain effective working relationships in order to accomplish objectives and tasks	(ii) maintain effective working relationships in order to accomplish tasks
(4) The student demonstrates leadership and teamwork skills in collaborating with others to accomplish goals and objectives. The student is expected to:	(F) demonstrate effective working relationships using interpersonal skills	(i) demonstrate effective working relationships using interpersonal skills
(4) The student demonstrates leadership and teamwork skills in collaborating with others to accomplish goals and objectives. The student is expected to:	(G) apply positive interpersonal skills to work cooperatively with others	(i) apply positive interpersonal skills to work cooperatively with others
(4) The student demonstrates leadership and teamwork skills in collaborating with others to accomplish goals and objectives. The student is expected to:	(H) demonstrate respect for individuals such as those from different cultures, genders, and backgrounds	(i) demonstrate respect for individuals
(4) The student demonstrates leadership and teamwork skills in collaborating with others to accomplish goals and objectives. The student is expected to:	(I) demonstrate sensitivity to and value for diversity	(i) demonstrate sensitivity to diversity
(4) The student demonstrates leadership and teamwork skills in collaborating with others to accomplish goals and objectives. The student is expected to:	(I) demonstrate sensitivity to and value for diversity	(ii) demonstrate value for diversity
(5) The student demonstrates verbal, nonverbal, and written communication skills in creating, expressing, and interpreting information and ideas, including technical terminology and information. The student is expected to:	(A) demonstrate the use of content, technical concepts, and vocabulary when analyzing information and following directions	(i) demonstrate the use of content when analyzing information

Knowledge and Skill Statement	Student Expectation	Breakout
(5) The student demonstrates verbal, nonverbal, and written communication skills in creating, expressing, and interpreting information and ideas, including technical terminology and information. The student is expected to:	(A) demonstrate the use of content, technical concepts, and vocabulary when analyzing information and following directions	(ii) demonstrate the use of technical concepts when analyzing information
(5) The student demonstrates verbal, nonverbal, and written communication skills in creating, expressing, and interpreting information and ideas, including technical terminology and information. The student is expected to:	(A) demonstrate the use of content, technical concepts, and vocabulary when analyzing information and following directions	(iii) demonstrate the use of vocabulary when analyzing information
(5) The student demonstrates verbal, nonverbal, and written communication skills in creating, expressing, and interpreting information and ideas, including technical terminology and information. The student is expected to:	(A) demonstrate the use of content, technical concepts, and vocabulary when analyzing information and following directions	(iv) demonstrate the use of content when following directions
(5) The student demonstrates verbal, nonverbal, and written communication skills in creating, expressing, and interpreting information and ideas, including technical terminology and information. The student is expected to:	(A) demonstrate the use of content, technical concepts, and vocabulary when analyzing information and following directions	(v) demonstrate the use of technical concepts when following directions
(5) The student demonstrates verbal, nonverbal, and written communication skills in creating, expressing, and interpreting information and ideas, including technical terminology and information. The student is expected to:	(A) demonstrate the use of content, technical concepts, and vocabulary when analyzing information and following directions	(vi) demonstrate the use of vocabulary when following directions
(5) The student demonstrates verbal, nonverbal, and written communication skills in creating, expressing, and interpreting information and ideas, including technical terminology and information. The student is expected to:	(B) employ verbal skills when obtaining and conveying information	(i) employ verbal skills when obtaining information

Knowledge and Skill Statement	Student Expectation	Breakout
(5) The student demonstrates verbal, nonverbal, and written communication skills in creating, expressing, and interpreting information and ideas, including technical terminology and information. The student is expected to:	(B) employ verbal skills when obtaining and conveying information	(ii) employ verbal skills when conveying information
(5) The student demonstrates verbal, nonverbal, and written communication skills in creating, expressing, and interpreting information and ideas, including technical terminology and information. The student is expected to:	(C) access information sources for occupational tasks using technical materials and informational texts such as Internet websites	(i) access information sources for occupational tasks using technical materials
(5) The student demonstrates verbal, nonverbal, and written communication skills in creating, expressing, and interpreting information and ideas, including technical terminology and information. The student is expected to:	(C) access information sources for occupational tasks using technical materials and informational texts such as Internet websites	(ii) access information sources for occupational tasks using technical informational texts
(5) The student demonstrates verbal, nonverbal, and written communication skills in creating, expressing, and interpreting information and ideas, including technical terminology and information. The student is expected to:	(D) evaluate the reliability of information from technical materials, resources, and informational texts such as Internet websites	(i) evaluate the reliability of information from technical materials
(5) The student demonstrates verbal, nonverbal, and written communication skills in creating, expressing, and interpreting information and ideas, including technical terminology and information. The student is expected to:	(D) evaluate the reliability of information from technical materials, resources, and informational texts such as Internet websites	(ii) evaluate the reliability of information from technical resources
(5) The student demonstrates verbal, nonverbal, and written communication skills in creating, expressing, and interpreting information and ideas, including technical terminology and information. The student is expected to:	(D) evaluate the reliability of information from technical materials, resources, and informational texts such as Internet websites	(iii) evaluate the reliability of information from technical informational texts

Knowledge and Skill Statement	Student Expectation	Breakout
(5) The student demonstrates verbal, nonverbal, and written communication skills in creating, expressing, and interpreting information and ideas, including technical terminology and information. The student is expected to:	(E) interpret verbal and nonverbal behaviors to enhance communication	(i) interpret verbal behaviors to enhance communication
(5) The student demonstrates verbal, nonverbal, and written communication skills in creating, expressing, and interpreting information and ideas, including technical terminology and information. The student is expected to:	(E) interpret verbal and nonverbal behaviors to enhance communication	(ii) interpret nonverbal behaviors to enhance communication
(5) The student demonstrates verbal, nonverbal, and written communication skills in creating, expressing, and interpreting information and ideas, including technical terminology and information. The student is expected to:	(F) apply active listening skills to obtain and clarify information	(i) apply active listening skills to obtain information
(5) The student demonstrates verbal, nonverbal, and written communication skills in creating, expressing, and interpreting information and ideas, including technical terminology and information. The student is expected to:	(F) apply active listening skills to obtain and clarify information	(ii) apply active listening skills to clarify information
(5) The student demonstrates verbal, nonverbal, and written communication skills in creating, expressing, and interpreting information and ideas, including technical terminology and information. The student is expected to:	(G) use academic skills to facilitate effective written and verbal communication such as emails, texting, and written documents	(i) use academic skills to facilitate effective written communication
(5) The student demonstrates verbal, nonverbal, and written communication skills in creating, expressing, and interpreting information and ideas, including technical terminology and information. The student is expected to:	(G) use academic skills to facilitate effective written and verbal communication such as emails, texting, and written documents	(ii) use academic skills to facilitate effective verbal communication

Knowledge and Skill Statement	Student Expectation	Breakout
(6) The student demonstrates technical knowledge and skills required to pursue a career in the Law, Public Safety, Corrections, and Security Career Cluster. The student is expected to:	(A) develop advanced technical knowledge and skills related to the student's occupational objective	(i) develop advanced technical knowledge related to the student's occupational objective
(6) The student demonstrates technical knowledge and skills required to pursue a career in the Law, Public Safety, Corrections, and Security Career Cluster. The student is expected to:	(A) develop advanced technical knowledge and skills related to the student's occupational objective	(ii) develop advanced technical skills related to the student's occupational objective
(6) The student demonstrates technical knowledge and skills required to pursue a career in the Law, Public Safety, Corrections, and Security Career Cluster. The student is expected to:	(B) evaluate strengths and weaknesses in technical skill proficiency	(i) evaluate strengths in technical skill proficiency
(6) The student demonstrates technical knowledge and skills required to pursue a career in the Law, Public Safety, Corrections, and Security Career Cluster. The student is expected to:	(B) evaluate strengths and weaknesses in technical skill proficiency	(ii) evaluate weaknesses in technical skill proficiency
(6) The student demonstrates technical knowledge and skills required to pursue a career in the Law, Public Safety, Corrections, and Security Career Cluster. The student is expected to:	(C) accept critical feedback provided by the supervisor	(i) accept critical feedback provided by the supervisor

Knowledge and Skill Statement	Student Expectation	Breakout
<p>(7) The student documents technical knowledge and skills. The student is expected to:</p>	<p>(A) update a professional portfolio reflecting items such as work quality and productivity; technical skills; problem solving; creativity and innovation; communication skills; teamwork and flexibility; initiative and self-direction; accountability and integrity; attendance; licensures or certifications, including awards and scholarships, extended learning experiences, community service, and active participation in career and technical student and professional organizations; abstract of technical competencies mastered during the practicum; updated and current resume; samples of work; and evaluation from the practicum supervisor</p>	<p>(i) update a professional portfolio</p>
<p>(7) The student documents technical knowledge and skills. The student is expected to:</p>	<p>(B) present the portfolio to interested stakeholders</p>	<p>(i) present the portfolio to interested stakeholders</p>

Subject	Chapter 130. Career and Technical Education, Subchapter L. Law, Public Safety, Corrections, and Security
Course Title	§130.343. Extended Practicum in Law, Public Safety, Corrections, and Security (One Credit), Adopted 2015.
<p>(a) General Requirements. This course is recommended for students in Grades 11 and 12. The practicum course is a paid or unpaid capstone experience for students participating in a coherent sequence of career and technical education courses in the Law, Public Safety, Corrections, and Security Career Cluster. Corequisite: Practicum in Law, Public Safety, Corrections, and Security. This course must be taken concurrently with Practicum in Law, Public Safety, Corrections, and Security and may not be taken as a stand-alone course. Students shall be awarded one credit for successful completion of this course. A student may repeat this course once for credit provided that the student is experiencing different aspects of the industry and demonstrating proficiency in additional and more advanced knowledge and skills.</p>	
<p>(b) Introduction.</p>	
<p>(1) Career and technical education instruction provides content aligned with challenging academic standards and relevant technical knowledge and skills for students to further their education and succeed in current or emerging professions.</p> <p>(2) The Law, Public Safety, Corrections, and Security Career Cluster focuses on planning, managing, and providing legal services, public safety, protective services, and homeland security, including professional and technical support services.</p> <p>(3) Extended Practicum in Law, Public Safety, Corrections, and Security is designed to give students supervised practical application of previously studied knowledge and skills in law, public safety, corrections, and security. Practicum experiences can occur in a variety of locations appropriate to the nature and level of experience.</p> <p>(4) Students are encouraged to participate in extended learning experiences such as career and technical student organizations and other leadership or extracurricular organizations.</p> <p>(5) Statements that contain the word "including" reference content that must be mastered, while those containing the phrase "such as" are intended as possible illustrative examples.</p>	

(c) Knowledge and Skills.		
Knowledge and Skill Statement	Student Expectation	Breakout
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(A) participate in a paid or unpaid, laboratory- or work-based application of previously studied knowledge and skills related to law, public safety, corrections, or security	(i) participate in a paid or unpaid, laboratory- or work-based application of previously studied knowledge related to law, public safety, corrections, or security
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(A) participate in a paid or unpaid, laboratory- or work-based application of previously studied knowledge and skills related to law, public safety, corrections, or security	(ii) participate in a paid or unpaid, laboratory- or work-based application of previously studied skills related to law, public safety, corrections, or security
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(B) participate in training, education, or preparation for licensure, certification, or other relevant credentials to prepare for employment	(i) participate in training, education, or preparation for licensure, certification, or other relevant credentials to prepare for employment
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(C) demonstrate professional standards and personal qualities needed to be employable such as self-discipline, positive attitude, integrity, leadership, appreciation for diversity, customer service, work ethic, and adaptability with increased fluency	(i) demonstrate professional standards needed to be employable
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(C) demonstrate professional standards and personal qualities needed to be employable such as self-discipline, positive attitude, integrity, leadership, appreciation for diversity, customer service, work ethic, and adaptability with increased fluency	(ii) demonstrate personal qualities needed to be employable

Knowledge and Skill Statement	Student Expectation	Breakout
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(D) use personal information management, email, Internet, writing and publishing, presentation, and spreadsheet or database applications with increased fluency	(i) use personal information management applications with increased fluency
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(D) use personal information management, email, Internet, writing and publishing, presentation, and spreadsheet or database applications with increased fluency	(ii) use email applications with increased fluency
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(D) use personal information management, email, Internet, writing and publishing, presentation, and spreadsheet or database applications with increased fluency	(iii) use Internet applications with increased fluency
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(D) use personal information management, email, Internet, writing and publishing, presentation, and spreadsheet or database applications with increased fluency	(iv) use writing and publishing applications with increased fluency
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(D) use personal information management, email, Internet, writing and publishing, presentation, and spreadsheet or database applications with increased fluency	(v) use presentation applications with increased fluency
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(D) use personal information management, email, Internet, writing and publishing, presentation, and spreadsheet or database applications with increased fluency	(vi) use spreadsheet or database applications with increased fluency

Knowledge and Skill Statement	Student Expectation	Breakout
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(E) employ teamwork and conflict-management skills with increased fluency to achieve collective goals	(i) employ teamwork with increased fluency to achieve collective goals
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(E) employ teamwork and conflict-management skills with increased fluency to achieve collective goals	(ii) employ conflict-management skills with increased fluency to achieve collective goals
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(F) employ planning and time-management skills and tools with increased fluency to enhance results and complete work tasks	(i) employ planning skills with increased fluency to enhance results
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(F) employ planning and time-management skills and tools with increased fluency to enhance results and complete work tasks	(ii) employ planning skills with increased fluency to complete work tasks
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(F) employ planning and time-management skills and tools with increased fluency to enhance results and complete work tasks	(iii) employ planning tools with increased fluency to enhance results
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(F) employ planning and time-management skills and tools with increased fluency to enhance results and complete work tasks	(iv) employ planning tools with increased fluency to complete work tasks
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(F) employ planning and time-management skills and tools with increased fluency to enhance results and complete work tasks	(v) employ time-management skills with increased fluency to enhance results

Knowledge and Skill Statement	Student Expectation	Breakout
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(F) employ planning and time-management skills and tools with increased fluency to enhance results and complete work tasks	(vi) employ time-management skills with increased fluency to complete work tasks
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(F) employ planning and time-management skills and tools with increased fluency to enhance results and complete work tasks	(vii) employ time-management tools with increased fluency to enhance results
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(F) employ planning and time-management skills and tools with increased fluency to enhance results and complete work tasks	(viii) employ time-management tools with increased fluency to complete work tasks
(2) The student implements advanced professional communications strategies. The student is expected to:	(A) demonstrate verbal and non-verbal communication consistently in a clear, concise, and effective manner	(i) demonstrate verbal communication consistently in a clear, concise, and effective manner
(2) The student implements advanced professional communications strategies. The student is expected to:	(A) demonstrate verbal and non-verbal communication consistently in a clear, concise, and effective manner	(ii) demonstrate non-verbal communication consistently in a clear, concise, and effective manner
(2) The student implements advanced professional communications strategies. The student is expected to:	(B) analyze, interpret, and effectively communicate information, data, and observations	(i) analyze information
(2) The student implements advanced professional communications strategies. The student is expected to:	(B) analyze, interpret, and effectively communicate information, data, and observations	(ii) analyze data
(2) The student implements advanced professional communications strategies. The student is expected to:	(B) analyze, interpret, and effectively communicate information, data, and observations	(iii) analyze observations

Knowledge and Skill Statement	Student Expectation	Breakout
(2) The student implements advanced professional communications strategies. The student is expected to:	(B) analyze, interpret, and effectively communicate information, data, and observations	(iv) interpret information
(2) The student implements advanced professional communications strategies. The student is expected to:	(B) analyze, interpret, and effectively communicate information, data, and observations	(v) interpret data
(2) The student implements advanced professional communications strategies. The student is expected to:	(B) analyze, interpret, and effectively communicate information, data, and observations	(vi) interpret observations
(2) The student implements advanced professional communications strategies. The student is expected to:	(B) analyze, interpret, and effectively communicate information, data, and observations	(vii) effectively communicate information
(2) The student implements advanced professional communications strategies. The student is expected to:	(B) analyze, interpret, and effectively communicate information, data, and observations	(viii) effectively communicate data
(2) The student implements advanced professional communications strategies. The student is expected to:	(B) analyze, interpret, and effectively communicate information, data, and observations	(ix) effectively communicate observations
(2) The student implements advanced professional communications strategies. The student is expected to:	(C) observe and interpret verbal and nonverbal cues and behaviors to enhance communication	(i) observe verbal cues to enhance communication
(2) The student implements advanced professional communications strategies. The student is expected to:	(C) observe and interpret verbal and nonverbal cues and behaviors to enhance communication	(ii) observe nonverbal cues to enhance communication
(2) The student implements advanced professional communications strategies. The student is expected to:	(C) observe and interpret verbal and nonverbal cues and behaviors to enhance communication	(iii) observe verbal behaviors to enhance communication

Knowledge and Skill Statement	Student Expectation	Breakout
(2) The student implements advanced professional communications strategies. The student is expected to:	(C) observe and interpret verbal and nonverbal cues and behaviors to enhance communication	(iv) observe nonverbal behaviors to enhance communication
(2) The student implements advanced professional communications strategies. The student is expected to:	(C) observe and interpret verbal and nonverbal cues and behaviors to enhance communication	(v) interpret verbal cues to enhance communication
(2) The student implements advanced professional communications strategies. The student is expected to:	(C) observe and interpret verbal and nonverbal cues and behaviors to enhance communication	(vi) interpret nonverbal cues to enhance communication
(2) The student implements advanced professional communications strategies. The student is expected to:	(C) observe and interpret verbal and nonverbal cues and behaviors to enhance communication	(vii) interpret verbal behaviors to enhance communication
(2) The student implements advanced professional communications strategies. The student is expected to:	(C) observe and interpret verbal and nonverbal cues and behaviors to enhance communication	(viii) interpret nonverbal behaviors to enhance communication
(2) The student implements advanced professional communications strategies. The student is expected to:	(D) apply active listening skills to obtain and clarify information	(i) apply active listening skills to obtain information
(2) The student implements advanced professional communications strategies. The student is expected to:	(D) apply active listening skills to obtain and clarify information	(ii) apply active listening skills to clarify information
(3) The student applies concepts of critical thinking and problem solving. The student is expected to:	(A) employ critical-thinking skills with increased fluency both independently and in groups to solve problems and make decisions	(i) employ critical-thinking skills with increased fluency independently to solve problems
(3) The student applies concepts of critical thinking and problem solving. The student is expected to:	(A) employ critical-thinking skills with increased fluency both independently and in groups to solve problems and make decisions	(ii) employ critical-thinking skills with increased fluency independently to make decisions

Knowledge and Skill Statement	Student Expectation	Breakout
(3) The student applies concepts of critical thinking and problem solving. The student is expected to:	(A) employ critical-thinking skills with increased fluency both independently and in groups to solve problems and make decisions	(iii) employ critical-thinking skills with increased fluency in groups to solve problems
(3) The student applies concepts of critical thinking and problem solving. The student is expected to:	(A) employ critical-thinking skills with increased fluency both independently and in groups to solve problems and make decisions	(iv) employ critical-thinking skills with increased fluency in groups to make decisions
(3) The student applies concepts of critical thinking and problem solving. The student is expected to:	(B) analyze elements of a problem to develop creative and innovative solutions	(i) analyze elements of a problem to develop creative solutions
(3) The student applies concepts of critical thinking and problem solving. The student is expected to:	(B) analyze elements of a problem to develop creative and innovative solutions	(ii) analyze elements of a problem to develop innovative solutions
(3) The student applies concepts of critical thinking and problem solving. The student is expected to:	(C) conduct technical research to gather information necessary for decision making	(i) conduct technical research to gather information necessary for decision making
(4) The student understands and applies proper safety techniques in the workplace. The student is expected to:	(A) demonstrate an understanding of and consistently follow workplace safety rules and regulations	(i) demonstrate an understanding of workplace safety rules and regulations
(4) The student understands and applies proper safety techniques in the workplace. The student is expected to:	(A) demonstrate an understanding of and consistently follow workplace safety rules and regulations	(ii) consistently follow workplace safety rules and regulations
(4) The student understands and applies proper safety techniques in the workplace. The student is expected to:	(B) demonstrate knowledge of procedures for reporting and handling accidents and safety incidents	(i) demonstrate knowledge of procedures for reporting accidents

Knowledge and Skill Statement	Student Expectation	Breakout
(4) The student understands and applies proper safety techniques in the workplace. The student is expected to:	(B) demonstrate knowledge of procedures for reporting and handling accidents and safety incidents	(ii) demonstrate knowledge of procedures for reporting safety incidents
(4) The student understands and applies proper safety techniques in the workplace. The student is expected to:	(B) demonstrate knowledge of procedures for reporting and handling accidents and safety incidents	(iii) demonstrate knowledge of procedures for handling accidents
(4) The student understands and applies proper safety techniques in the workplace. The student is expected to:	(B) demonstrate knowledge of procedures for reporting and handling accidents and safety incidents	(iv) demonstrate knowledge of procedures for handling safety incidents
(5) The student understands the professional, ethical, and legal responsibilities in teaching and training. The student is expected to:	(A) demonstrate a positive, productive work ethic by performing assigned tasks as directed	(i) demonstrate a positive, productive work ethic by performing assigned tasks as directed
(5) The student understands the professional, ethical, and legal responsibilities in teaching and training. The student is expected to:	(B) apply ethical reasoning to a variety of situations in order to make ethical decisions	(i) apply ethical reasoning to a variety of situations in order to make ethical decisions
(5) The student understands the professional, ethical, and legal responsibilities in teaching and training. The student is expected to:	(C) comply with all applicable rules, laws, and regulations in a consistent manner	(i) comply with all applicable rules in a consistent manner
(5) The student understands the professional, ethical, and legal responsibilities in teaching and training. The student is expected to:	(C) comply with all applicable rules, laws, and regulations in a consistent manner	(ii) comply with all applicable laws in a consistent manner

Knowledge and Skill Statement	Student Expectation	Breakout
(5) The student understands the professional, ethical, and legal responsibilities in teaching and training. The student is expected to:	(C) comply with all applicable rules, laws, and regulations in a consistent manner	(iii) comply with all applicable regulations in a consistent manner
(6) The student participates in a supervised law, public safety, corrections, or security experience. The student is expected to:	(A) conduct, document, and evaluate learning activities in a supervised law, public safety, corrections, or security experience	(i) conduct learning activities in a supervised law, public safety, corrections, or security experience
(6) The student participates in a supervised law, public safety, corrections, or security experience. The student is expected to:	(A) conduct, document, and evaluate learning activities in a supervised law, public safety, corrections, or security experience	(ii) document learning activities in a supervised law, public safety, corrections, or security experience
(6) The student participates in a supervised law, public safety, corrections, or security experience. The student is expected to:	(A) conduct, document, and evaluate learning activities in a supervised law, public safety, corrections, or security experience	(iii) evaluate learning activities in a supervised law, public safety, corrections, or security experience
(6) The student participates in a supervised law, public safety, corrections, or security experience. The student is expected to:	(B) develop advanced technical knowledge and skills related to the student's occupational objective	(i) develop advanced technical knowledge related to the student's occupational objective
(6) The student participates in a supervised law, public safety, corrections, or security experience. The student is expected to:	(B) develop advanced technical knowledge and skills related to the student's occupational objective	(ii) develop advanced technical skills related to the student's occupational objective
(6) The student participates in a supervised law, public safety, corrections, or security experience. The student is expected to:	(C) examine, understand, and articulate job-specific technical vocabulary	(i) examine job-specific technical vocabulary

Knowledge and Skill Statement	Student Expectation	Breakout
(6) The student participates in a supervised law, public safety, corrections, or security experience. The student is expected to:	(C) examine, understand, and articulate job-specific technical vocabulary	(ii) understand job-specific technical vocabulary
(6) The student participates in a supervised law, public safety, corrections, or security experience. The student is expected to:	(C) examine, understand, and articulate job-specific technical vocabulary	(iii) articulate job-specific technical vocabulary
(6) The student participates in a supervised law, public safety, corrections, or security experience. The student is expected to:	(D) evaluate strengths and weaknesses in technical skill proficiency	(i) evaluate strengths in technical skill proficiency
(6) The student participates in a supervised law, public safety, corrections, or security experience. The student is expected to:	(D) evaluate strengths and weaknesses in technical skill proficiency	(ii) evaluate weaknesses in technical skill proficiency
(6) The student participates in a supervised law, public safety, corrections, or security experience. The student is expected to:	(E) collect representative work samples	(i) collect representative work samples