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Part 98: Law, Public Safety, Corrections & Security, Career Pathway

# 2013 Law and Public Safety

## Mississippi Department of Education



Program CIP: 43.9999 – Homeland Security, Law Enforcement, Firefighting and Related Protective Services, Other.

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The Research and Curriculum Unit (RCU), located in Starkville, MS, as part of Mississippi State University, was established to foster educational enhancements and innovations. In keeping with the land grant mission of Mississippi State University, the RCU is dedicated to improving the quality of life for Mississippians. The RCU enhances intellectual and professional development of Mississippi students and educators while applying knowledge and educational research to the lives of the people of the state. The RCU works within the contexts of curriculum development and revision, research, assessment, professional development, and industrial training.

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# Acknowledgments

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Mr. Howell “Hal” N. Gage, Vice Chair  
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# Standards

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Standards are superscripted in each unit and are referenced in the appendices. Standards in the *Law and Public Safety Curriculum Framework and Supporting Materials* are based on the following:

## **Board on Law Enforcement Officer Standards and Training (BLEOST)**

The Board on Law Enforcement Officer Standards and Training manual establishes policy and procedures governing the standards to be used by accredited training academies in determining what constitutes successful completion of the Basic Law Enforcement Training Program. Reprinted with permission, 2012.

<http://www.dps.state.ms.us/wp-content/uploads/2011/12/BLEOST-Policy-Procedures-Manual-SOS-v2011-rev-1.1.1-06-27-2011.pdf>

## **National Emergency Medical Services (EMS) Educational Standards**

Reprinted with permission, 2010. U.S. Department of Transportation. (2009). National EMS Educational Standards. Washington, D.C.: Author.

<http://naemse.pgpic.com/edustandard-6-1-.pdf>

## **NFPA 1001: Standard for Fire Fighter Professional Qualifications, 2013 Edition**

Reprinted with permission, 2012.

[http://www.nfpa.org/onlinepreview/online\\_preview\\_document.asp?id=100113#](http://www.nfpa.org/onlinepreview/online_preview_document.asp?id=100113#)

## **Federal Emergency Management Agency (FEMA) National Response Framework, Chapter II (Response Actions)**

Reprinted with permission, 2012. <http://www.fema.gov/pdf/emergency/nrf/nrf-core.pdf>

## **Common Core State Standards Initiative**

The Common Core State Standards provide a consistent, clear understanding of what students are expected to learn, so teachers and parents know what they need to do to help them. The standards are designed to be robust and relevant to the real world, reflecting the knowledge and skills that our young people need for success in college and careers. With American students fully prepared for the future, our communities will be best positioned to compete successfully in the global economy. **Copyright 2010. National Governors Association Center for Best Practices and Council of Chief State School Officers. All rights reserved. States and territories of the United States as well as the District of Columbia that have adopted the Common Core State Standards in whole are exempt from this provision, and no attribution to the National Governors Association Center for Best Practices and Council of Chief State School Officers is required.** Reprinted from <http://www.corestandards.org/>.

## **National Educational Technology Standards for Students**

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(International), iste@iste.org, www.iste.org. All rights reserved. Permission does not constitute an endorsement by ISTE.

### **21st Century Skills and Information and Communication Technologies Literacy Standards**

In defining 21st-century learning, the Partnership for 21st Century Skills has embraced five content and skill areas that represent the essential knowledge for the 21st century: global awareness; civic engagement; financial, economic, and business literacy; learning skills that encompass problem-solving, critical-thinking, and self-directional skills; and information and communication technology (ICT) literacy.

# Preface

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Secondary career and technical education programs in Mississippi face many challenges resulting from sweeping educational reforms at the national and state levels. Schools and teachers are increasingly being held accountable for providing true learning activities to every student in the classroom. This accountability is measured through increased requirements for mastery and attainment of competency as documented through both formative and summative assessments.

The courses in this document reflect the statutory requirements as found in Section 37-3-49, *Mississippi Code of 1972*, as amended (Section 37-3-46). In addition, this curriculum reflects guidelines imposed by federal and state mandates (Laws, 1988, ch. 487, §14; Laws, 1991, ch. 423, §1; Laws, 1992, ch. 519, §4 eff. from and after July 1, 1992; Carl D. Perkins Vocational Education Act IV, 2007; and No Child Left Behind Act of 2001).

# Mississippi Teacher Professional Resources

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There are several resources for Mississippi teachers.

**My PLC:** An online registration for all professional-development sessions

To register for any session, teachers will need an account in the registration system, MyPLC, <https://myplc.rcu.msstate.edu>. To create an account, click on the link and navigate to the "Request a Guest ID" link. The ID should be the teacher's first initial and last name and the last four (4) digits of the social security number. Teachers should complete the entire form, which will then be sent to a secure server. Upon activation of the teacher's account, he or she will receive an e-mail with login instructions. The teacher may then browse for the available sessions and register for the desired courses.

Should you need additional instructions, please call 662.325.2510.

**Blackboard/PACE site:** An online resource

Preparation for Academic and Career Education (PACE) sites have been created for Mississippi career and technical educators to have one central location for obtaining information regarding their teaching practice and classrooms. Each of the 16 career clusters has an individual site. Within the appropriate PACE site, a career pathway that is currently taught in Mississippi schools will be located, along with information from the Mississippi Department of Education (MDE) state curriculum coordinator, the MDE student organization coordinator, and the Research and Curriculum Unit (RCU) curriculum specialist. As information that is relevant to an educator's particular course is available, this information will be posted to the PACE site.

To log in to Blackboard:

1. Visit <http://rcu.blackboard.com>.
2. Log in with your first initial, last name, and last four (4) digits of your social security number (e.g., ddorroh3456).
3. Input the password: rcu.
4. Should you need additional instructions, please call 662.325.2510.



# Law and Public Safety Executive Summary

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## **Pathway Description**

The Law and Public Safety career pathway focuses on the history of law and legal systems in the United States. Students will leave the program with a firm foundation of knowledge in these areas. Additionally, students will learn the importance of personal health and safety in the work environments associated with law and public safety. Students will also be introduced to the emergency services found in local communities. Additionally, students will focus on corrections in the state of Mississippi, studying specifically how jails and prisons function. Students will learn the specialized areas and topics within the law and public safety arena. They will examine the daily tasks and responsibilities of the professionals in the field. The program will offer students the opportunity to examine all areas of the military and the professions associated with each branch. Additionally, students will learn about emergency management and workplace skills and will have meaningful, relevant job-shadowing experiences with professionals.

## **Industry Certification**

There are three certifications associated with this curriculum. Students will be adequately prepared to meet the requirements of each.

- *FEMA National Incident Management System (NIMS)* – measures incident management competence
- *Community Emergency Response Teams (CERT)* – educates participants about disaster preparedness
- *Presidential Youth Fitness Program* – measures physical fitness through benchmarks; students must score at or above 85th percentile on all required activities

**Assessment**

Students will be assessed according to successful completion of the three certifications associated with the curriculum. In addition, students will prepare a performance-based portfolio based on the scenarios found in each unit of the curriculum. If there are questions regarding assessment of this program, please contact the STEM instructional design specialist at the Research and Curriculum Unit at 662.325.2510.

**Student Prerequisites**

Students are admitted to the course based on instructor approval.

**Applied Academic Credit (if applicable)**

The Law and Public Safety curriculum is written to correlate with the competencies in the Grades 10-12 physical-education course found in the 2006 Mississippi Physical Education Framework (1/2 credit). See crosswalk in Appendix D.

**Teacher Licensure**

The latest teacher licensure information can be found at <http://www.mde.k12.ms.us/educator-licensure>.

**Professional Learning**

If you have specific questions about the content of any of training sessions provided, please contact the Research and Curriculum Unit at 662.325.2510 and ask for a professional-learning specialist.

# Course Outlines

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## **Option 1—Four 1-Carnegie-Unit Courses**

This curriculum consists of four one-credit courses, which should be completed in the following sequence:

1. History of Law and Legal Systems—Course Code: 990103
2. Emergency Services and Corrections—Course Code: 990104
3. Special Topics in Law and Public Safety—Course Code: 990105
4. Emergency Management and Military Professions—Course Code: 990106

### **Course Description: History of Law and Legal Systems**

This course focuses on the history of law and legal systems in the United States. Students will leave the class with a firm foundation of knowledge in these areas. Additionally, students will learn the importance of personal health and safety in the work environments associated with law and public safety.

### **Course Description: Emergency Services and Corrections**

This course introduces students to emergency services found in local communities. Additionally, students will focus on corrections in the state of Mississippi, studying specifically how jails and prisons function.

### **Course Description: Special Topics in Law and Public Safety**

This course focuses on specialized areas and topics within the law and public safety arena. Students will learn about these particular areas and examine the daily tasks and responsibilities of the professionals associated with them.

### **Course Description: Emergency Management and Military Professions**

This course will offer students the opportunity to examine all areas of the military and the professions associated with each. Additionally, students will learn about emergency management

and workplace skills and will have meaningful, relevant job-shadowing experiences with professionals.

**History of Law and Legal Systems—Course Code: 990103**

| Unit  | Unit Name  | Hours |
|-------|--|-------|
| 1     | Orientation and Ethics                                   | 15    |
| 2     | Personal Health and Safety                               | 25    |
| 3     | History of Criminal Law                                  | 35    |
| 4     | Legal Systems in the United States                       | 40    |
|       | Presidential Youth Fitness Program Training <sup>1</sup> | 18    |
| Total |  | 133   |

**Emergency Services and Corrections—Course Code: 990104**

| Unit  | Unit Name  | Hours |
|-------|--|-------|
| 5     | Corrections  | 30    |
| 6     | Police and Highway Patrol                                | 30    |
| 7     | Public and Private Security                              | 30    |
| 8     | Specialized Law Enforcement Agencies                     | 30    |
|       | Presidential Youth Fitness Program Training <sup>1</sup> | 18    |
| Total |  | 138   |

**Special Topics in Law and Public Safety—Course Code: 990105**

| Unit  | Unit Name  | Hours |
|-------|--|-------|
| 9     | Fire Protection Services                               | 30    |
| 10    | Emergency Medical Services                             | 30    |
| 11    | Interagency Collaboration, Communication, and Liaisons | 10    |
| 12    | Conflict Management/Stress Management                  | 25    |
| 13    | Incident Reporting                                     | 25    |
|       | CPAT Training <sup>2</sup>                             | 18    |
| Total |  | 138   |

**Emergency Management and Military Professions—Course Code: 990106**

| Unit  | Unit Name                             | Hours |
|-------|---------------------------------------|-------|
| 14    | Careers in the Military               | 30    |
| 15    | Emergency Management                  | 20    |
| 16    | Workplace Skills (plus NIMS training) | 30    |
| 17    | Career Experience/Job Shadowing       | 40    |
|       | CPAT Training <sup>2</sup>            | 18    |
| Total |                                       | 138   |

## Option 2—Two 2-Carnegie-Unit Courses

This curriculum consists of two two-credit courses, which should be completed in the following sequence:

1. Law and Public Safety I—Course Code: 990101
2. Law and Public Safety II—Course Code: 990102

### Course Description: Law and Public Safety I

This course focuses on the history of law and legal systems in the United States. Students will leave the class with a firm foundation of knowledge in these areas. Additionally, students will learn the importance of personal health and safety in the work environments associated with law and public safety. Students will also be introduced to the emergency services found in local communities. Additionally, students will focus on corrections in the state of Mississippi, studying specifically how jails and prisons function.

### Course Description: Law and Public Safety II

This course focuses on specialized areas and topics within the law and public safety arena. Students will learn about these particular areas and examine the daily tasks and responsibilities of the professionals associated with them. The course will offer students the opportunity to examine all areas of the military and the professions associated with each. Additionally, students will learn about emergency management and workplace skills and will have meaningful, relevant job-shadowing experiences with professionals.

### Law and Public Safety I—Course Code: 990101

| Unit | Unit Name                            | Hours |
|------|--------------------------------------|-------|
| 1    | Orientation and Ethics               | 15    |
| 2    | Personal Health and Safety           | 25    |
| 3    | History of Criminal Law              | 35    |
| 4    | Legal Systems in the United States   | 40    |
| 5    | Corrections                          | 30    |
| 6    | Police and Highway Patrol            | 30    |
| 7    | Public and Private Security          | 30    |
| 8    | Specialized Law Enforcement Agencies | 30    |

|       |  |     |
|-------|--|-----|
|       | Presidential Youth Fitness Program Training <sup>1</sup> | 36  |
| Total |  | 271 |

**Law and Public Safety II—Course Code: 990102**

| Unit  | Unit Name  | Hours |
|-------|--|-------|
| 9     | Fire Protection Services                               | 30    |
| 10    | Emergency Medical Services                             | 30    |
| 11    | Interagency Collaboration, Communication, and Liaisons | 10    |
| 12    | Conflict Management/Stress Management                  | 25    |
| 13    | Incident Reporting                                     | 25    |
| 14    | Careers in the Military                                | 30    |
| 15    | Emergency Management                                   | 20    |
| 16    | Workplace Skills                                       | 30    |
| 17    | Career Experience/Job Shadowing                        | 40    |
|       | CPAT Training <sup>2</sup>                             | 36    |
| Total |  | 276   |

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<sup>1</sup> Students will participate in physical training 2 hr per week. This training will be based on the Presidential Youth Fitness Program. Please see requirements and crosswalk with Mississippi's 2006 Physical Education Framework for Grades 10-12 in Appendix D. <http://www.presidentialyouthfitnessprogram.org/resources/index.shtml>

<sup>2</sup> Students will participate in physical training 2 hr per week. This training will be based on the Candidate Physical Ability Test (CPAT). Please see requirements and crosswalk with Mississippi's 2006 Physical Education Framework for Grades 10-12 in Appendix D. [http://www.iaff.org/hs/CPAT/cpat\\_index.html](http://www.iaff.org/hs/CPAT/cpat_index.html)

# Law and Public Safety Research Synopsis

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## Introduction

This curriculum prepares students for a variety of occupations in law and public safety. The industry is projected to grow by 29.3% in Mississippi and by 33.9% nationwide by 2020 (U.S. Bureau of Labor Statistics, 2011). All occupations listed below are projected to increase in employment in Mississippi. Students in this program will be prepared for multiple in-demand and competitive job opportunities.

## Needs of the Future Workforce

Data for this synopsis was compiled from employment projections prepared by the United States Census Bureau, the U.S. Bureau of Labor Statistics (2010), and the Mississippi Department of Employment Security (2011). See Table 1.

Table 1

| Occupational title  | Employment, 2010 | Projected employment, 2020 | Change 2010–2020 |         | Mean hourly wage (in dollars) |
|---|------------------|----------------------------|------------------|---------|-------------------------------|
|   |                  |                            | Number           | Percent |                               |
| Administrative Law Judges, Adjudicators, and Hearing Officers | 73               | 75                         | 2                | 3.00%   | 21.00                         |
| Bailiffs  | 131              | 145                        | 14               | 11.00%  | 10.00                         |
| Correctional Officers and Jailers                             | 16               | 17                         | 1                | 6.00%   | 12.00                         |
| Court Reporters   | 22               | 27                         | 5                | 23.00%  | 25.00                         |
| Detectives and Criminal Investigators                         | 774              | 918                        | 144              | 19.00%  | 22.00                         |
| Emergency Medical Technicians and Paramedics                  | 1,595            | 1,778                      | 183              | 11.00%  | 13.00                         |
| Fire Fighters   | 2,124            | 2,565                      | 441              | 21.00%  | 14.00                         |
| Fire Inspectors and Investigators                             | 58               | 65                         | 7                | 12.00%  | 18.00                         |
| Forensic Science Technicians                                  | 73               | 103                        | 30               | 41.00%  | 23.00                         |
| Judicial Law Clerks   | 66               | 91                         | 25               | 38.00%  | 15.00                         |
| Lawyers   | 2,040            | 2,328                      | 288              | 14.00%  | 38.27                         |
| Legal Secretaries   | 860              | 1,044                      | 184              | 21.00%  | 19.00                         |

|                                      |       |       |     |        |       |
|--------------------------------------|-------|-------|-----|--------|-------|
| Paralegals and Legal Assistants      | 1,810 | 2,375 | 564 | 31.00% | 17.00 |
| Private Detectives and Investigators | 13    | 18    | 5   | 38.00% | 14.00 |
| Security Guards                      | 50    | 71    | 21  | 42.00% | 10.00 |

Source: U.S. Department of Labor, Bureau of Labor Statistics, 2011

### Perkins IV Requirements

The Law and Public Safety curriculum will meet Perkins IV requirements of high-skill, high-wage, and/or high-demand occupations by offering articulation to a criminal justice program at a postsecondary institution. It will also offer students a program of study, including secondary, postsecondary, and IHL courses that will prepare them for occupations in this field. Additionally, the Law and Public Safety curriculum is integrated with academic standards and articulated to the 2006 Physical Education Framework for Grades 10-12. The Law and Public Safety curriculum focuses on ongoing and meaningful professional development for teachers as well as relationships with industry. The curriculum is written in accordance with the Board on Law Enforcement Officer Standards and Training (BLEOST), National EMS Educational Standards, the Federal Emergency Management Agency (FEMA) National Response Framework, Chapter II (Response Actions), and the National Fire Protection Association (NFPA) Standards for Fire Fighter Professional Qualifications (1001). Students are assessed based on certification requirements from these associations and on scenario-based performances.

### **Curriculum Content**

#### Summary of Standards

Additional standards in the Law and Public Safety Curriculum Framework and supporting materials are based on the Common Core State Standards Initiative (2010), the National Educational Technology Standards (NETS) for Students (2007), and 21st Century Skills.



Combining these standards will result in highly skilled, well-rounded students who are prepared to enter postsecondary education or the workforce.

### Industry Certification

There are three certifications associated with this curriculum.

- *FEMA National Incident Management System (NIMS)* – measures incident management competence
- *Community Emergency Response Teams (CERT)* – educates participants about disaster preparedness
- *Presidential Youth Fitness Program* – measures physical fitness through benchmarks; students must score at or above 85th percentile on all required activities

### Applied Academic Credit

The Law and Public Safety curriculum is written to correlate with the competencies in the Grades 10-12 physical-education course found in the 2006 Mississippi Physical Education Framework (1/2 credit). See crosswalk in Appendix D.

### **Academic Infusion**

The Law and Public Safety curriculum is not only tied to academic criminal justice standards but also to physical education. Students will also encounter history through learning about the American justice system and the history of the courts. In addition, this curriculum prepares students for the modern workforce by incorporating the 21st Century Literacy Skills.

## **Transition to Postsecondary Education**

### Vertical Alignment/Articulation Agreement

The Law and Public Safety curriculum holds an articulation agreement with East Mississippi Community College (EMCC). This includes a direct alignment with the EMCC course CRJ 1313 –Introduction to Criminal Justice.

### Dual Enrollment

At the present time, there are no options for dual enrollment with Law and Public Safety.

### Program of Study

A program of study has been developed to guide students' course selections in order to be successful in the field of Law and Public Safety. Several teachers and professionals met and studied the list of approved electives in the state of Mississippi. From this list, they chose courses that are relevant to Law and Public Safety and that would prepare students for a career in the field.**Best Practices**

### Innovative Instructional Technologies

Recognizing that today's students are digital learners, the classroom should be equipped with tools that will teach them in the way they need to learn. The Law and Public Safety teacher's goal should be to include teaching strategies that incorporate current technology. It is suggested that each classroom house a set of desktop student computers and one teacher laptop. To make use of the latest online communication tools such as wikis, blogs, and podcasts, the classroom teacher is encouraged to use a learning-management system, such as the Blackboard Content Management System, which introduces students to education in an online environment and places the responsibility of learning on the student.

### Differentiated Instruction

Students learn in a variety of ways. Some are visual learners, needing only to read information and study it to succeed. Others are auditory learners, thriving best when information is read

aloud to them. Still others are tactile learners, needing to participate actively in their learning experiences. Add the student's background, emotional health, and circumstances, and a very unique learner emerges. To combat this, the Law and Public Safety curriculum is written to include several instructional methods by using the Understanding by Design (UbD) approach. This method of instructional design leads students to a deeper understanding of course material and provides multiple opportunities for students to succeed in different ways. Many activities are graded by rubrics that allow students to choose the type of product they will produce. By providing various teaching and assessment strategies, students with various learning styles can succeed.

#### Career and Technical Education Student Organizations

Teachers should investigate opportunities to sponsor a student organization. There are several in Mississippi that will foster the types of learning expected from the Law and Public Safety curriculum, such as SkillsUSA. This organization offers students preparation for careers in technical, skilled, and service occupations. Involvement in a student group like SkillsUSA can help make students even more marketable after graduation and further prepare them for their future occupations.

#### Cooperative Learning

Cooperative learning can help students understand topics when independent learning cannot. Therefore, you will see several opportunities in the Law and Public Safety curriculum for group work. To function in today's workforce, students need to be able to work collaboratively with others and solve problems without excessive conflict. The Law and Public Safety curriculum provides opportunities for students to work together and to help one another complete complex tasks.

## **Conclusions**

Given the previous information, the Mississippi Law and Public Safety curriculum is full of opportunities to teach and learn using a variety of techniques and skills. Cooperative learning, problem-based learning, and demonstration will be included to ensure that students who complete this program will be holistically prepared for many different occupations. The hands-on instruction will help students develop skills they will need to be successful in those future careers. The curriculum document will be updated regularly to reflect the changing needs of this industry.

# Professional Organizations

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Exploring: Learning for Life  
1329 West Walnut Hill Lane  
P.O. Box 152225  
Irving, TX 75015-2225  
<http://exploring.learningforlife.org/>

International Association of Fire Fighters (IAFF)  
1750 New York Avenue, NW Suite 300  
Washington, DC 20006-5395  
<http://www.iaff.org/index.asp>

National Association of Emergency Medical Technicians (NAEMT)  
P.O. Box 1400  
Clinton, MS, 39060-1400  
1-800-34-NAEMT  
<http://www.naemt.org/default.aspx>

National Association of Police Organizations (NAPO)  
317 South Patrick Street  
Alexandria, Virginia 22314  
<http://www.napo.org/>

U.S. Army Junior ROTC  
1-800-347-6641  
<https://www.usarmyjrotc.com/jrotc/dt>

SkillsUSA  
14001 SkillsUSA Way  
Leesburg, VA 20176  
703.777.8810  
<http://www.skillsusa.org/>

## Using this Document and the Blackboard Site

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### **Suggested Time on Task**

This section indicates an estimated number of clock hours of instruction that should be required to teach the competencies and objectives of the unit. A minimum of 140 hours of instruction is required for each Carnegie unit credit. The curriculum framework should account for approximately 75–80% of the time in the course.

### **Competencies and Suggested Performance Indicators**

A competency represents a general concept or performance that students are expected to master as a requirement for satisfactorily completing a unit. Students will be expected to receive instruction on all competencies. The suggested performance indicators represent the enabling and supporting knowledge and performances that will indicate mastery of the competency at the course level.

### **Suggested Teaching Strategies (Found on the Blackboard site)**

This section of each unit indicates research-based strategies that can be used to enable students to master each competency. Emphasis has been placed on strategies that reflect active learning methodologies. Teachers should feel free to modify or enhance these suggestions based on needs of their students and resources available in order to provide optimum learning experiences for their students.

### **Suggested Assessment Strategies (Found on the Blackboard site)**

This section indicates research-based strategies that can be used to measure student mastery. Examples of suggested strategies could include rubrics, class participation, reflection, and journaling. Again, teachers should feel free to modify or enhance these suggested assessment strategies based on local needs and resources.

### **Integrated Academic Topics, 21st Century Skills and Information and Communication Technology Literacy Standards, ACT College Readiness Standards, and Technology Standards for Students**

This section identifies related academic topics as required in the Subject Area Testing Program (SATP) in Algebra I, Biology I, English II, and U.S. History from 1877, which are integrated into the content of the unit. Research-based teaching strategies also incorporate ACT College Readiness standards. This section also identifies 21st Century Skills and Information and Communication Technology Literacy skills. In addition, national technology standards for students associated with the competencies and suggested objectives for the unit are also identified.

### **References**

A list of suggested references is provided for each unit. The list includes some of the primary instructional resources that may be used to teach the competencies and suggested objectives. Again, these resources are suggested, and the list may be modified or enhanced based on needs and abilities of students and on available resources.

## Unit 1: Orientation and Ethics

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| <b>Competencies and Suggested Objectives</b>   |
|--|
| 1. Identify course expectations, school policies, program policies, and safety procedures related to the Law and Public Safety course. <sup>DOK1</sup><br>a. Identify course expectations, school policies, program policies, and safety procedures related to the Law and Public Safety course.<br>b. Describe the operating procedures for the equipment utilized in the course. |
| 2. Explore personality development and the classroom environment in relation to interpersonal skills, others, and the world of work. <sup>DOK1</sup><br>a. Identify forces that shape personality development and learning styles including personality traits, heredity, and environment.<br>b. Report on how personality traits affect teamwork and leadership skills.           |
| 3. Understand the ethical, cultural, and societal issues. <sup>DOK2</sup><br>a. Discuss ethics in relation to computer and technology usage. Discuss ethics in the educational environment.<br>b. Discuss ethics in the occupational environment.  |

## Scenario

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No scenario required for orientation units.

## Unit 2: Personal Health and Safety

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| <b>Competencies and Suggested Objectives</b>  |  |
|---|--|
| 1. Recognize the potential dangers of working with careers in law and public safety and how to avoid them.<br><small>DOK1, NFPA1.5.1, NFPA 2.6.1, PK1.4</small> |  |
| a. Discuss the importance of good health and physical fitness in law and public safety careers.   |  |
| b. Demonstrate first aid and CPR procedures.  |  |
| c. Discuss mental health and stress-related issues associated with law and public safety careers and how to handle them.  |  |
| 2. Recognize and prepare to avoid workplace hazards to health, safety, and the environment.<br><small>DOK1, NFPA1.5.1, NFPA2.6.1, PK1.4</small>                 |  |
| a. Discuss potential dangers that arise in the workplace.   |  |
| b. Demonstrate critical thinking skills by making informed decisions concerning workplace hazards and hazardous materials.                                      |  |

## Scenario

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### Safety List

Steve and his mom are moving to a new neighborhood. They are packing up all of their belongings and putting them in a moving truck. Steve's mom told him to pick up the box in the middle of the living room, which contained many of his trophies and awards from basketball and soccer. When Steve bent down to pick up the box, he lifted with his back. You are the doctor Steve visits with a strained back muscle. What advice do you give him about proper lifting? Provide Steve with a detailed list of safety rules applicable to life in and out of the workplace.

### **Attachments for Scenario**

None



## Unit 3: History of Criminal Law

---

| Competencies and Suggested Objectives  |                        |
|--|------------------------|
| 1. Discover how law originated and developed in the United States.   | DOK1, PK1.1.1          |
| a. Identify the origins of law in the United States.   |                        |
| b. Explain in detail how the U.S. Constitution and Bill of Rights impacts criminal law and citizen rights. |                        |
| c. Trace the process by which laws are enacted.  |                        |
| 2. Distinguish between crimes classified as felonies or misdemeanors and the punishments for each.         | DOK2, PK1.1.1, PS2.2.1 |
| a. Analyze the basic elements of crimes.   |                        |
| b. Classify crimes as either felony or misdemeanor.  |                        |
| c. Consider appropriate punishments for different types of crimes.   |                        |
| d. Discuss how crime and punishment have evolved over the history of the United States.                    |                        |

## Scenario

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### **Rowdy Nightlife**

You are a local politician and some of your constituency has contacted you about the increase in criminal activity involving juveniles between the hours of 2330 and 0100. However, you have also received several calls from some constituents about local law enforcement “harassing” juveniles between those same hours. It is your responsibility to do what is in the best interest of the entire community. Based on your knowledge of laws and procedures, outline the steps you would take in this situation. Present your solution to the local law enforcement.

### **Attachments for Scenario**

None

## Unit 4: Legal Systems in the United States

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### Competencies and Suggested Objectives

- |   |
|---|
| <p>1. Evaluate career opportunities and the roles of key players in the United States court system.<br/>DOK1, PK1.1.1, PS2.2.1</p> <ul style="list-style-type: none"><li>a. Identify career opportunities in the United States court system.</li><li>b. Critically examine the roles of courtroom personnel, such as judges, prosecutors, defense attorneys, bailiffs, court reporters, and so forth.</li><li>c. Outline pretrial and other courtroom procedures.</li><li>d. Distinguish between and understand the types of sentencing and the rules of sentencing.</li></ul>  |
| <p>2. Discover the aspects, similarities, and differences among court systems in the United States.<br/>DOK1, PK1.1.1, PS2.2.1</p> <ul style="list-style-type: none"><li>a. Compare and contrast the characteristics of civil and criminal court systems.</li><li>b. Compare and contrast the characteristics of state and federal court systems.</li><li>c. Explain how local, state, and federal constitutional laws protect citizens of the United States.</li><li>d. Consider and analyze how Supreme Court decisions such as Mapp vs. Ohio, Terry vs. Ohio, and Tennessee vs. Garner impact citizens of the United States.</li></ul> |

## Scenario

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### **On Trial**

You are a defendant who has been charged with a felony offense. You pled not guilty at your initial appearance; however, during your preliminary hearing, the judge finds that there is enough evidence to bind you over to await the actions of the grand jury. The grand jury indicts you and you are later found guilty at trial. You are not satisfied with the counsel provided by your attorney, the public defender. During a role-play, discuss with your new attorney your options for the possibility of an appeal or of your case being overturned. (If possible, recreate a mock trial using this evidence.)

### **Attachments for Scenario**

None

## Unit 5: Corrections

---

| <b>Competencies and Suggested Objectives</b>  |                               |
|---|-------------------------------|
| 1. Investigate the history and career opportunities in the field of corrections.<br>2.2.1             | DOK1, PK1.1.1, PK1.4, PS      |
| a. Trace the history of prisons in the United States.   |                               |
| b. Discover the duties and responsibilities of correctional officers.                                 |                               |
| c. Examine career opportunities available in the correctional system, including probation and parole. |                               |
| 2. Examine the roles of jails and prisons in the United States.                                       | DOK1, PK1.1.1, PK1.4, PS2.2.1 |
| a. Discuss the differences between jails and prisons.   |                               |
| b. Classify the varying levels of security in jails and prisons.                                      |                               |
| c. Explain the constitutional rights of inmates in jails and prisons.                                 |                               |

## Scenario

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### **Breakout**

You are a correctional officer at a state prison. You notice a few inmates acting suspiciously. You decide to do a random cell count. At this point you notice that two inmates are missing. Using what you have been taught, in a role-play, outline the steps you would take to secure the prison and apprehend the escapees.

### **Attachments for Scenario**

None

## Unit 6: Police and Highway Patrol

---

| <b>Competencies and Suggested Objectives</b>   |  |
|--|--|
| 1. Investigate the history and roles of police officers.<br>PS2.4, PS2.5, PS2.6  | DOK1, PK1.1, PK1.2, PK1.3, PK1.4, PS2.1, PS2.2, PS2.3, |
| a. Discover the history of police officers in the United States.   |  |
| b. Examine the roles of police officers within the community.  |  |
| c. Explain the infrastructure of the police officer profession.  |  |
| 2. Investigate the history and roles of the highway patrol.<br>PS2.3, PS2.4, PS2.5, PS2.6  | DOK1, PK1.1, PK1.2, PK1.3, PK1.4, PS2.1, PS2.2,        |
| a. Discover the history of the highway patrol in the United States.  |  |
| b. Examine the roles of the highway patrol within the community.   |  |
| c. Explain the infrastructure of the highway patrol profession.  |  |
| 3. Examine defensive tactics used by police and highway patrol.<br>a. Recognize appropriate use of force in law enforcement.<br>b. Practice tactical self-defense.                               | DOK2, PK1.1, PK1.4, PS2.1, PS2.3                       |
| 4. Analyze motor vehicle law enforcement.<br>a. Examine vehicle code, requirements, and enforcement.<br>b. Discuss DUI enforcement and prosecution.<br>c. Demonstrate a collision investigation. | DOK2, PK1.1, PK1.3, PK1.4, PS2.1, PS2.5                |

## Scenario

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### **Slow it Down**

You are a patrol officer. You are running speed enforcement in an area of town that is remote. While you are conducting this assignment, you observe a red car traveling at a high rate of speed. Using your radar, you observe that the car is traveling 70 miles per hour, but the posted speed limit is only 35 miles per hour. You manage to catch the red car and initiate a traffic stop for the violation. Demonstrate in a role-play the proper procedures for officer safety, stop and approach, interview, citations, possible arrest, and so forth.

### **Attachments for Scenario**

Instructors, be sure students:

- Use officer safety and properly stop and approach
- Use interview, observation, and communication skills to interview the driver
- Use critical thinking when processing responses to the interview

- Use analytical thinking to determine whether to release, cite, or arrest the violator
- Use proper procedures in making an arrest, if necessary
- Use proper procedures in issuing a citation, if necessary
- Use proper procedures to close the traffic stop successfully

## Unit 7: Public and Private Security

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| Competencies and Suggested Objectives  |  |
|--|--|
| 1. Discuss the history and relevance of public and private security in the United States. <sup>DOK1,</sup><br>PK1.1, PK1.2, PK1.3, PK1.4, PS2.1, PS2.2, PS2.3, PS2.4, PS2.5, PS2.6 | a. Explain career opportunities available in public and private security.<br>b. Examine the roles and law enforcement powers of public and private security.   |
| 2. Demonstrate public and private security responsibilities. <sup>DOK2, PK1.1, PK1.2, PK1.3, PK1.4, PS2.1, PS2.2,</sup><br>PS2.3, PS2.4, PS2.5, PS2.6                              | a. Demonstrate methods of observation.<br>b. Demonstrate methods of interviewing.<br>c. Demonstrate methods of interrogation.<br>d. Demonstrate effective communication skills.<br>e. Recognize acceptable use of force in public and private security.<br>f. Demonstrate proper reporting in public and private security. |

## Scenario

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### Under Suspicion

You are a detective for a police department. You have information that has led you to interview a person of interest in a theft case. Your task is to properly outline the steps necessary to bring this person in for questioning.

### **Attachments for Scenario**

Instructors, be sure students:

- Properly administer the MIRANDA warning and verify that the person of interest understands it both verbally and physically
- Properly interview the person and ask leading questions in order to obtain pertinent information
- Keep proper notes when conducting the interview
- Use proper techniques
- Obtain a confession and properly facilitate the written confession
- Write a detailed report on the event for the case file

## Unit 8: Specialized Law Enforcement Agencies

---

### Competencies and Suggested Objectives

1. Investigate the roles, responsibilities, and characteristics of specialized law enforcement agencies. DOK1, PK1.1, PK1.2, PK1.3, PK1.4, PS2.1, PS2.2, PS2.3, PS2.4, PS2.5, PS2.6
  - a. Examine the duties and importance of crime labs.
  - b. Examine the duties and importance of investigators.
  - c. Examine the duties and importance of federal marshals.
  - d. Examine the duties and importance of the FBI (Federal Bureau of Investigation).
  - e. Examine the duties and importance of the ATF (Bureau of Alcohol, Tobacco, Firearms and Explosives).
  - f. Examine the duties and importance of the DEA (Drug Enforcement Administration).
  - g. Examine the duties and importance of fire marshals.
  - h. Examine the duties and importance of code enforcement.
  - i. Examine the duties and importance of border patrol.
  - j. Examine the duties and importance of homeland security.

## Scenario

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### CSI: Our Town

Working as a crime-scene investigator, you are called to the scene of a burglary at a local business. Upon arrival, the patrol officer has already started the crime-scene log. Demonstrate in a role-play the procedures for proper handling of the crime scene.

### **Attachments for Scenario**

Instructors, be sure students:

- Gather facts from the patrol officer who first arrived on scene
- Identify and mark the crime-scene area
- Take notes and identify evidence
- Take photographs of the crime scene
- Render a crime-scene sketch
- Locate and lift latent prints
- Properly collect, mark, and identify evidence
- Document their actions in the form of a report

# Unit 9: Fire Protection Services

---

| <b>Competencies and Suggested Objectives</b>  |  |
|---|--|
| 1. Investigate the history and roles of fire protection services.<br>a. Examine the roles, duties, and responsibilities of fire fighters within the community.<br>b. Identify career opportunities in fire protection services.                           | DOK1, NFPA1.5.1, NFPA2.6.1   |
| 2. Recognize the importance of the operation of 911 and dispatch systems.<br>a. Demonstrate 911 and dispatch procedures.<br>b. Explain the cooperative relationship between dispatch, police, fire, and emergency medical services.                       | DOK2, NFPA1.5.2, NFPA2.6.2   |
| 3. Examine methods and equipment used by fire protection services.<br>a. Investigate the science of fire extinguishment.<br>b. Demonstrate the use of fire extinguishers and smoke alarms.<br>c. Discuss auto extraction and the use of the Jaws of Life. | DOK2, NFPA1.5.1, NFPA1.5.3, NFPA1.5.4, NFPA1.5.5, NFPA2.6.1, NFPA2.6.3, NFPA2.6.4, NFPA2.6.5 |
| 4. Prepare for search and rescue operations.<br>a. Analyze emergency situations to determine search and rescue methods.<br>b. Discover search and rescue methods.<br>c. Practice search and rescue methods in simulated emergency situations.             | DOK3, NFPA1.5.1, NFPA1.5.4, NFPA1.5.5, NFPA2.6.1, NFPA2.6.4, NFPA2.6.5                       |

## Scenario

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### Fire-Scene Security

You are a member of a rural fire department and are called to respond to building fire. Upon arrival, you notice a two-story building with fire coming from the upstairs bedroom. The fire scene is located in the woods with limited access for water tankers to supply additional water. Responding to your location are three water tankers and an additional engine. How do you set up your fire scene to ensure safety for all on scene and for ability to extinguish fire in the most effective way to save as much of the structure as possible? Outline the basic steps of securing this scene and properly fighting the fire.

### **Attachments for Scenario**

None



# Unit 10: Emergency Medical Services

---

## Competencies and Suggested Objectives

1. Acquire a professional knowledge and skills of Emergency Medical Services (EMS) systems to include the roles and responsibilities of an EMT and/or paramedic. DOK2, EMB1, EMB3, EMB6, EMB8, EMB9, EMB11, EMB12, EMB14
  - a. Explain medical, legal, and ethical implications that impact the functioning of an EMT and/or paramedic.
  - b. Identify the types of emergencies controlled by EMTs and paramedics.
  - c. Examine patient assessment to the emergency care of medical and trauma patients throughout the different stages of the life span.
  - d. Explain the importance, necessity, and legality of patient confidentiality, including HIPAA.
  - e. Demonstrate the proper procedure and skills for effective radio communications.
  - f. Develop appropriate documentation that adheres to state and local requirements.

## Scenario

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### To Save or Not to Save?

You are a paramedic working for a local ambulance company. You and your EMT partner are called to a residence for a patient who has stopped breathing. Upon arrival, you find a 72-year-old man lying in bed face up and not breathing with a weak heartbeat. You begin pulling out your equipment to start working on the patient when the family tells you not to do anything to him and to just let him die. Demonstrate in a role-play what you should do in this situation.

### **Attachments for Scenario**

None

# Unit 11: Interagency Collaboration, Communication, and Liaisons

---

| Competencies and Suggested Objectives  |   |
|--|---|
| 1. Recognize the importance of interagency collaboration.                              | DOK1, PK1.1.2, PK1.4, EMB14, NFPA1.5.1, NFPA1.5.2, NFPA2.6.1, NFPA2.6.2, F1.1, F1.2, F1.6, F2.1, F2.3, F3.1 |
| a. Determine the lead agency of an emergency or event.                                 |   |
| b. Identify multiagency response events.   |   |
| c. Outline the importance of unified command.  |   |
| 2. Examine the importance of proper communication among agencies.                      | DOK1, PK1.1.2, PK1.4, EMB14, NFPA1.5.1, NFPA1.5.2, NFPA2.6.1, NFPA2.6.2, F1.1, F1.2, F1.6, F2.1, F2.3, F3.1 |
| a. Outline the relevant information needed to respond to an emergency or event.        |   |
| b. Determine who needs to know what information in the case of a multiagency response. |   |
| c. Evaluate the role of dispatch and/or liaisons in a multiagency response.            |   |

## Scenario

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### Calming the Storm

You are command-level personnel for a local police department. An F4 tornado has occurred in your city, requiring assistance from other local and state law and public safety agencies. You are the highest ranking officer on the scene. Outline the steps necessary to ensure cooperation among all agencies for cleanup and restoration as well as the safety and protection of all citizens.

### **Attachments for Scenario**

Instructors, be sure students:

- Identify and set up a strategic place for a command post
- Identify and set up a triage area for injuries
- Identify a strategic place for media personnel
- Facilitate a written press release for distribution
- Engage in an interview with local and national news media
- Demonstrate NIMS skills associated with incident command

## Unit 12: Conflict Management/Stress Management

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| <b>Competencies and Suggested Objectives</b>  |                      |
|---|----------------------|
| 1. Outline the importance of conflict management.   | DOK1, PK1.1.2, PS2.6 |
| a. Recognize the significance of communication to prevent conflict.   |                      |
| b. Emphasize the importance of after-action reviews, debriefing, and/or reflection to circumvent conflict and stress. |                      |
| c. Demonstrate appropriate interpersonal skills that will circumvent conflict.  |                      |
| d. Plan effective measures to deal with difficult people and situations.  |                      |
| 2. Demonstrate essential stress-management techniques.  | DOK2, PK1.1.2, PS2.6 |
| a. Recognize factors that cause stress.   |                      |
| b. Identify effective coping mechanisms for interpersonal and intrapersonal stress.                                   |                      |
| c. Discover healthy outlets and hobbies to prevent and circumvent stress.   |                      |
| d. Relate the importance of family and friends to the successful management of stress.                                |                      |
| e. Demonstrate a critical incident stress debriefing (CISD).  |                      |
| f. Explore counseling as an option for managing stress.   |                      |

## Scenario

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### Good Cop, Bad Cop

You are a rookie officer working patrol with a veteran officer. The veteran officer is well respected in law enforcement and in the community. While on patrol, you are placed in a compromising situation when you witness the veteran officer accepting a bribe in lieu of arresting the individual for breaking the law. Write a report about 1) what you as a rookie officer would do about what you witnessed and 2) how to handle the stress that is likely to come with your decision.

### **Attachments for Scenario**

None

# Unit 13: Incident Reporting

---

| <b>Competencies and Suggested Objectives</b>   |  |
|--|--|
| 1. Examine the elements of incident reports.   | DOK2, PS2.6, EMB14, NFPA1.5.1, NFPA2.6.1 |
| a. Inspect sample incident reports from several agencies (fire, police, EMS, etc.)               |  |
| b. Practice collecting demographic and incident information.                                     |  |
| c. Demonstrate proficiency filling out incident reports with appropriate information.            |  |
| d. Compare and contrast paper and electronic incident reports.                                   |  |
| 2. Explore electronic incident reporting.  | DOK2, PS2.6, EMB14, NFPA1.5.1, NFPA2.6.1 |
| a. Review basic computer skills needed for electronic incident reporting.                        |  |
| b. Explore Google forms and their function in incident reporting.                                |  |
| c. Examine e-tickets.  |  |
| d. Demonstrate proficiency filling out electronic incident reports with appropriate information. |  |

## Scenario

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### Crime Stoppers

You are a police officer patrolling through town when you notice two men breaking out a window and entering a store that is closed. Outline the steps involved in formally reporting this incident if a) you follow procedures to apprehend and arrest the individuals or b) the criminals leave the scene before they are apprehended.

### **Attachments for Scenario**

Instructors, be sure students:

- Note the criminal's characteristics: height, weight, sex, race, age, clothing, and direction of travel
- Note the tag number, make, model, color, and any damage to the vehicle if the criminal leaves the scene in an automobile
- Formally report each incident using an authentic police report format

# Unit 14: Careers in the Military

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| Competencies and Suggested Objectives  |  |
|--|--|
| 1. Explore the four branches of the United States Military. <small>DOK1, PK1.1.1</small>               |  |
| a. Evaluate the history and the responsibilities of United States Army.                                |  |
| b. Evaluate the history and the responsibilities of the United States Navy.                            |  |
| c. Evaluate the history and the responsibilities of the United States Marine Corps.                    |  |
| d. Evaluate the history and the responsibilities of the United States Air Force.                       |  |
| e. Evaluate the United States National Guard and Coast Guard units.                                    |  |
| 2. Investigate available careers in the United States Military. <small>DOK1, PK1.1.1</small>           |  |
| a. Discover how to join each branch of the United States Military.                                     |  |
| b. Examine all available careers, particularly law enforcement careers, in the United States Military. |  |

## Scenario

---

### Scruples

You are a captain with the United States Marine Corps and on a mission in Iraq with 10 fellow Marines and 10 Army personnel. Your mission is critical to the war effort and could lead to the capture of several leaders of enemy groups. While on your mission, you come under attack and several of your personnel sustain injuries during the attack. You are faced with the decision to press forward with your mission or to turn back to base. Higher authorities are telling you over your radio that this mission is time critical and could result in thousands of lives being saved both military and civilian. Based on protocol, outline the steps you would take to make and justify your decision.

### **Attachments for Scenario**

Instructors, be sure students:

- Keep constant communication with those involved
- Keep constant communication to headquarters, giving updates of situations (SITREP)
- Maintain constant safety as much as possible
- Use proper 9-Line Medevac when faced with wounded personnel
- Properly set up and land a helicopter when faced with wounded personnel
- Use proper UXO report when faced with unexploded ordnance

- Properly cordon off the area (at least 400 m) when faced with unexploded ordnance

# Unit 15: Emergency Management

---

## Competencies and Suggested Objectives

- |   |
|---|
| 1. Compare and contrast emergency management agencies at local, state, and national levels.<br>DOK1, F1.1, F1.2, F1.3, F1.4, F1.5, F1.6, F2.1, F2.2, F2.3, F2.4, F3.1 |
| a. Explore Federal Emergency Management Agency (FEMA) responsibilities.   |
| b. Explore Mississippi Emergency Management Agency (MEMA) responsibilities.   |
| 2. Demonstrate incident management skills in emergency situations. DOK2, F1.1, F1.2, F1.3, F1.4, F1.5, F1.6, F2.1, F2.2, F2.3, F2.4, F3.1                             |
| a. Demonstrate incident command.  |
| b. Demonstrate proper incident management for a mass casualty event.  |
| c. Demonstrate proper incident management for disaster response and recovery.   |
| d. Demonstrate proper incident management for hazardous weather operations.   |
| e. Demonstrate proper incident management for incidents of terrorism.   |
| f. Demonstrate proper incident management for the handling of hazardous materials.  |

## Scenario

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### Hazardous Spill

You are certified to handle hazardous materials at your workplace. One morning, you are summoned to the basement where several unknown chemicals have been spilled. There is a strong odor evident, and the chemicals are beginning to bubble. With your hazardous materials team, outline the steps you would take to control this situation.

### **Attachments for Scenario**

Instructors, be sure students:

- Protect themselves and others
- Follow correct protocol for such situations
- Properly plan for evacuation of building, if necessary

# Unit 16: Workplace Skills

---

| <b>Competencies and Suggested Objectives</b>                 |  |
|--|--|
| 1. Prepare effective career documents.                       | DOK2, PS2.6, EMB14, NFPA1.5.2, NFPA2.6.2 |
| a. Practice completing effective job applications.           |  |
| b. Develop an effective cover letter for a job application.  |  |
| c. Develop a functional and effective professional résumé.   |  |
| 2. Demonstrate proper interviewing techniques.               | DOK2, PS2.6, EMB14, NFPA1.5.2, NFPA2.6.2 |
| a. Identify acceptable professional attire for interviewing. |  |
| b. Practice professional interviewing techniques.            |  |
| c. Participate in a mock interview.                          |  |






## Scenario

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### Get a Job

You are a recent graduate and you are ready to begin your job search. Using the Internet and other sources, find a job you would like to apply for. Prepare a résumé and a cover letter for this position. Participate in a mock interview for the position.

### **Attachments for Scenario**

Instructors, be sure students:

- Find a job they are qualified for
- Prepare and edit a résumé
- Prepare and edit a cover letter
- Participate in a mock interview
- Dress appropriately for the mock interview



# Unit 17: Career Experience/Job Shadowing

---

| Competencies and Suggested Objectives |
|---------------------------------------|
|---------------------------------------|

- |  |
|--|
| <p>1. Interact with professionals in careers in Law and Public Safety. <small>DOK2, PS2.6, EMB14, NFPA1.5.2, NFPA2.6.2</small></p> <ul style="list-style-type: none"><li>a. Observe or apprentice a professional in a law or public safety career.</li><li>b. Participate in workplace activities as the law allows.</li></ul> |
|--|

## Scenario

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### Scenario Title

No scenario required for this unit.

# Student Competency Profile

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**Student's Name:** \_\_\_\_\_

This record is intended to serve as a method of noting student achievement of the competencies in each unit. It can be duplicated for each student, and it can serve as a cumulative record of competencies achieved in the course.

In the blank before each competency, place the date on which the student mastered the competency.

|   |  |
|---|--|
| <b>Unit 1: Orientation and Ethics</b>             |  |
|   | 1. Identify course expectations, school policies, program policies, and safety procedures related to the Law and Public Safety course. |
|   | 2. Explore personality development and the classroom environment in relation to interpersonal skills, others, and the world of work    |
|   | 3. Understand the ethical, cultural, and societal issues.  |
| <b>Unit 2: Personal Health and Safety</b>         |  |
|   | 1. Recognize the potential dangers of working with careers in law and public safety and how to avoid them.                             |
|   | 2. Recognize and prepare to avoid workplace hazards to health, safety, and the environment.  |
| <b>Unit 3: History of Criminal Law</b>            |  |
|   | 1. Discover how law originated and developed in the United States.   |
|   | 2. Distinguish between crimes classified as felonies or misdemeanors and the punishments for each.                                     |
| <b>Unit 4: Legal Systems in the United States</b> |  |
|   | 1. Evaluate career opportunities and the roles of key players in the United States court system.                                       |
|   | 2. Discover the aspects, similarities, and differences among court systems in the United States.                                       |
| <b>Unit 5: Corrections</b>                        |  |
|   | 1. Investigate the history and career opportunities in the field of corrections.   |
|   | 2. Examine the roles of jails and prisons in the United States.  |
| <b>Unit 6: Police and Highway Patrol</b>          |  |
|   | 1. Investigate the history and roles of police officers.   |
|   | 2. Investigate the history and roles of the highway patrol.  |
|   | 3. Examine defensive tactics used by police and highway patrol.  |
|   | 4. Analyze motor vehicle law enforcement.  |
| <b>Unit 7: Public and Private Security</b>        |  |

|  |    |   |
|--|----|---|
|  | 1. | Discuss the history and relevance of public and private security in the United States.  |
|  | 2. | Demonstrate public and private security responsibilities.   |
| <b>Unit 8: Specialized Law Enforcement Agencies</b>                    |    |   |
|  | 1. | Investigate the roles, responsibilities, and characteristics of specialized law enforcement agencies.   |
| <b>Unit 9: Fire Protection Services</b>                                |    |   |
|  | 1. | Investigate the history and roles of fire protection services.  |
|  | 2. | Recognize the importance of the operation of 911 and dispatch systems.  |
|  | 3. | Examine methods and equipment used by fire protection services.   |
|  | 4. | Prepare for search and rescue operations. <small>DOK3, NFPA1.5.1, NFPA1.5.4, NFPA1.5.5, NFPA2.6.1, NFPA2.6.4, NFPA2.6.5</small>                               |
| <b>Unit 10: Emergency Medical Services</b>                             |    |   |
|  | 1. | Acquire a professional knowledge and skills of Emergency Medical Services (EMS) systems to include the roles and responsibilities of an EMT and/or paramedic. |
| <b>Unit 11: Interagency Collaboration, Communication, and Liaisons</b> |    |   |
|  | 1. | Recognize the importance of interagency collaboration.  |
|  | 2. | Examine the importance of proper communication among agencies.  |
| <b>Unit 12: Conflict Management/Stress Management</b>                  |    |   |
|  | 1. | Outline the importance of conflict management.  |
|  | 2. | Demonstrate essential stress-management techniques.   |
| <b>Unit 13: Incident Reporting</b>                                     |    |   |
|  | 1. | Examine the elements of incident reports.   |
|  | 2. | Explore electronic incident reporting.  |
| <b>Unit 14: Careers in the Military</b>                                |    |   |
|  | 1. | Explore the four branches of the United States Military.  |
|  | 2. | Investigate available careers in the United States Military.  |
| <b>Unit 15: Emergency Management</b>                                   |    |   |
|  | 1. | Compare and contrast emergency management agencies at local, state, and national levels.  |
|  | 2. | Demonstrate incident management skills in emergency situations.   |
| <b>Unit 16: Workplace Skills</b>                                       |    |   |
|  | 1. | Prepare effective career documents.   |
|  | 2. | Demonstrate proper interviewing techniques.   |
| <b>Unit 17: Career Experience/Job Shadowing</b>                        |    |   |
|  | 1. | Interact with professionals in careers in Law and Public Safety.  |

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# Appendix B: Glossary

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## Unit 1: Orientation and Ethics

**Leadership styles:** Different approaches by which a leader may fulfill his or her leadership role

**Chain of command:** A command hierarchy, a group of people committed to carrying out orders "from the top," that is, of authority

## Unit 2: Personal Health and Safety

**Abuse:** Any care that results in physical harm or pain, or mental anguish

**Addiction:** State of being controlled by a habit, as can happen with alcohol and drugs

**Anaphylactic shock:** An extreme, sometimes fatal, allergic reaction or sensitivity to a specific antigen, such as medication, insect sting, or specific food

**Anger:** Feeling of displeasure or hostility, mad

**Aorta:** Largest artery in the body, carries blood away from the heart

**Artery:** Blood vessels that carry blood away from the heart

**Assault:** Physical or verbal attack on another person, treatment or care given to a person without obtaining proper consent

**Bacteria:** One-celled microorganisms, some of which are beneficial and some of which cause disease

**Bandage:** Material used to hold dressings in place, secure splints, and support and protect body parts

**Battery:** Unlawfully touching another person without that person's consent

**Biohazardous:** Contaminated with blood or body fluid and having the potential to transmit disease

**Biopsy:** Excision of a small piece of tissue for microscopic examination

**Bioterrorism:** The use of biological agents, such as pathogens, for terrorist purposes

**Blood:** Fluid that circulates through the vessels in the body to carry substances to all body parts

**Blood pressure:** Measurement of the force exerted by the heart against walls when the heart contracts (beats) and relaxes

**Bloodborne:** An infectious disease or pathogenic organism that is transmitted through blood

**Body mechanics:** The way in which the body moves and maintains balance; proper body mechanics involves the most efficient use of all body parts

**Burn:** Injury to body tissue caused by heat, caustics, radiation, and/or electricity

**Calorie:** Unit of measurement of the fuel value of food

**Carbohydrates:** Group of chemical substances, including sugars, cellulose, and starches; nutrients that provide the greatest amount of energy in the average diet

**Cardiac arrest:** Sudden and unexpected stoppage of heart action

**Cardiopulmonary resuscitation (CPR):** Procedure of providing oxygen and chest compressions to a victim whose heart has stopped beating

**Cholesterol:** Fat-like substances synthesized in the liver and found in body cells and animal fats

**Communicable disease:** Disease that is transmitted from one individual to another

**Contamination:** Containing infection or infectious organisms or germs

**Depression:** Psychological condition of sadness, melancholy, gloom, or despair

**Diagnosis:** Determination of the nature of a person's disease



**Disability:** A physical or mental handicap that interferes with normal, incapacitated, incapable

**Dislocation:** Displacement of a bone at a joint

**Disorientation:** Confusion with regard to the identity of time, place, or person

**Dressing:** Covering placed over a wound or injured part

**Emotional:** Pertaining to feelings or psychological states

**Ergonomics:** An applied science used to promote the safety and well being of a person by adapting the environment and using techniques to prevent injuries

**Ethics:** Principles of right or good conduct

**Fainting:** Partial or complete loss of consciousness caused by a temporary reduction in the supply of blood to the brain

**Fever:** Elevated body temperature

**Fire Extinguisher:** A device that can be used to put out fires

**First aid:** Immediate care given to a victim of an injury or illness to minimize the effects of the injury or illness

**Heat exhaustion:** Condition resulting from exposure to heat and excessive loss of fluid through sweating

**Heat stroke:** Medical emergency caused by prolonged exposure to heat, resulting in high temperature and failure of sweat glands

**Hospital:** Institution that provides medical or surgical care and treatment for the sick or injured

**Infection:** Invasion by organisms; contamination by disease-producing organisms, or pathogens

**Inflammation:** Tissue reaction to injury characterized by heat, redness, swelling, and pain

**Laceration:** Wound or injury with jagged, irregular edges

**Material Safety Data Sheets:** Information sheets that must be provided by the manufacturer for all hazardous products.

**Medical history:** A record that shows all diseases, illness, and surgeries that a patient has had

**Medication:** Drug used to treat a disease or condition

**Nutrition:** All body processes related to food, the body's use of food for growth, development, and health

**Pandemic:** An infectious disease that affects many people over a geographic area, a worldwide epidemic

**Personal hygiene:** Care of the body, including bathing, hair and nail care, shaving, and oral hygiene

**Personal protective equipment (PPE):** Protective barriers, such as a mask, a gown, gloves, and protective eyewear, that help protect a person from contact with infectious material

**Safety standards:** Set of rules designed to protect both the patient and the care worker

**Seizure:** A convulsion, involuntary contraction of muscles

**Shock:** Clinical condition characterized by various symptoms and resulting in an inadequate supply of blood and oxygen to body organs, especially the brain and heart

**Stress:** The body's reaction to any stimulus that requires a person to adjust to a changing environment

**Suicide:** Killing oneself

**Surgery:** The branch of medicine dealing with operative procedures to correct deformities, repair injuries, or treat disease

**Temperature:** The measurement of the balance between heat lost and heat produced by the body

**Thermometer:** Instrument used to measure temperature

**Vaccine:** Substance given to an individual to produce immunity to a disease

**Virus:** One of a large group of very small microorganisms, many of which cause disease

**Vital signs:** Determination that provides information about body conditions, including temperature, pulse, respirations, and blood pressure

**Wellness:** State of being in good health, well

**Wound:** An injury to tissues

### **Unit 3: History of Criminal Law**

**Administration of justice:** The performance of any of the following activities: detection, apprehension, detention, pretrial release, prosecution, adjudication, correctional supervision, or rehabilitation of accused persons or criminal offenders

**Civil Justice:** The civil law, the law of civil procedure, and the array of procedures and activities having to do with private rights and remedies sought by civil action. Civil Justice cannot be separated from social justice because the justice enacted our nation's civil courts reflects basic American understandings of right and wrong.

**Concurrent Sentences:** Two or more sentences imposed at the same time, after conviction for more than one offense, and served at the same time. Also, a new sentence for a new conviction, imposed upon a person already under sentence for a previous offense, served at the same time as the previous sentence.

**Conflict Model:** Criminal justice perspective that assumes that the system's components function primarily to serve their own interests. According to this theoretical framework, justice is more a product of conflicts among agencies within the system than it is the result of cooperation among component agencies.

**Consecutive sentences:** Two sentences imposed at the same time, after conviction for more than one offense, and served in sequence with another sentence. Also, a new sentence for a new conviction, imposed upon a person already under sentence for a previous offense, which is added to the previous sentence, thus increasing the maximum time the offender may be confined or under supervision

**Consensus Model:** A criminal justice perspective that assumes that the system's components work together harmoniously to achieve the social product we call justice

**Crime:** Conduct in violation of the criminal laws of a state, the federal government, or a local jurisdiction for which there is no legally acceptable justification or excuse

**Crime-Control Model:** A criminal justice perspective that emphasizes the efficient arrest and conviction of criminal offenders

**Criminal Justice:** In the strictest sense, the criminal (penal) law, the law of criminal procedure, and the array of procedures and activities having to do with the enforcement of this body of law. Criminal justice cannot be separated from social justice because the justice enacted in our nation's criminal courts reflects basic American understandings of right and wrong.

**Criminal Justice System:** The aggregate for all operating and administrative or technical support agencies that perform criminal justice functions. The basic divisions of the operational aspects of criminal justice are law enforcement, courts, and corrections.

**Criminology:** The scientific study of the causes and prevention of crime and the rehabilitation and punishment of offenders

**Due Process:** A right guaranteed by 5th, 6th, and 14th Amendments of the U.S. Constitution and generally understood, in legal contexts, to mean the due course of legal proceedings according to the rules and forms established for the protection of individual rights. In criminal proceedings,

due process of law is generally understood to include the following basic elements: a law creating and defining the offense, an impartial tribunal having jurisdictional authority over the case, accusation in proper form, notice and opportunity to defend, trial according to established procedure, and discharge from all restraints or obligations unless convicted

**Due Process Model:** A criminal justice perspective that emphasizes individual rights at all stages of justice system processing

**Evidence-Based Practice:** The use of the best available research on the outcomes of police work to implement guidelines and evaluate agencies, units, and officers

**Grand Jury:** A group of jurors who have been selected according to law and who have been sworn to hear the evidence and to determine whether there is sufficient evidence to bring the accused person to trial, to investigate criminal activity generally, or to investigate the conduct of a public agency or official

**Individual Rights:** The rights guaranteed to all members of American society by the U.S. Constitution. These rights are particularly important to criminal defendants facing formal processing by the criminal justice system.

**Individual-Rights Advocate:** One who seeks to protect personal freedoms within the process of criminal justice

**Information:** A formal, written accusation submitted to the court by a prosecutor, alleging that a specified person has committed a specific offense

**Justice:** The principle of fairness, the ideal of moral equity

**Multiculturalism:** The existence within one society of diverse groups that maintain unique cultural identities while frequently accepting and participating in the larger society's legal and political systems. Multiculturalism is often used in conjunction with the term *diversity* to identify many distinctions of social significance, also called cultural pluralism.

**Probable Cause:** A set of facts and circumstances that would induce a reasonably intelligent and prudent person to believe that a specified person has committed a specified crime, also, reasonable grounds to make or believe an accusation. Probable cause refers to the necessary level of belief that would allow for police seizures of individuals and full searches of dwellings, vehicles, and possessions.

**Public-Order Advocate:** One who believes that under certain circumstances involving a criminal threat to public safety, the interests of society should take precedence over individual rights

**Social Control:** The use of sanctions and rewards within a group to influence and shape the behavior of individual members of that group. Social control is primary concern of social groups and communities, and it is their interest in the exercise of social control that leads to the creation of both criminal and civil statutes.

**Social Justice:** An ideal that embraces all aspects of civilized life and that is linked to fundamental notions of fairness and to cultural beliefs about right and wrong

**USA PATRIOT Act:** A federal law enacted in response to terrorist attacks on the World Trade Center and the Pentagon on September 11, 2001. The law, officially titled the Uniting and Strengthening America by Providing Appropriate Tools Required to Intercept and Obstruct Terrorism Act, substantially broadened the investigative authority.

**Warrant:** In criminal proceedings, a writ issued by a judicial officer directing a law enforcement officer to perform a specified act and affording the officer protection from damages if he or she performs it.

## **Unit 4: Legal Systems in the United States**

**Appeal:** Generally, the request that a court with the appellate jurisdiction review the judgment, decision, or order of a lower court and set it aside or modify it

**Appellate Jurisdiction:** The lawful authority of a court to review a decision made by a lower court

**Arraignment:** Strictly, the hearing before a court having jurisdiction in a criminal case in which the identity of the defendant is established, the defendant is informed of the charge and of his or her rights, and the defendant is required to enter a plea. Also, in some usages, any appearance in criminal court before trial

**Bail:** The money or property pledged to the court or actually deposited with the court to effect the release of a person from legal custody

**Bailiff:** The court officer whose duties are to keep order in the courtroom and to maintain physical custody of the jury

**Booking:** A law enforcement or correctional administrative process officially recording an entry into detention after arrest and identifying the person, the place, the time, the reason for the arrest, and the arresting authority

**Change of Venue:** The movement of a trial or lawsuit from one jurisdiction to another or from one location to another within the same jurisdiction. A change of venue may be made in a criminal case to ensure that the defendant receives a fair trial.

**Community Court:** A low level court that focuses on quality-of-life crimes that erode a neighborhood's morale. Community courts emphasize problem solving rather than punishment and build on restorative principles like community service and restitution

**Court of Last Resort:** The court authorized by law to hear the final appeal on a matter

**Dispute-Resolution Center:** An informal hearing place designed to mediate in interpersonal disputes without resorting to the more formal arrangements of a criminal trial court

**Exculpatory Evidence:** Any information having a tendency to clear a person of guilt or blame

**Federal Court System:** The three- tiered structure of federal courts, comprising U.S. district courts, U.S. courts of appeal, and the U.S. Supreme Court

**Indictment:** A formal, written accusation submitted to the court by a grand jury, alleging that a specified person has committed a specified offense, usually a felony

**Judge:** An elected or appointed public official who presides over a court of law and who is authorized to hear and sometimes to decide cases and to conduct trials

**Judicial Review:** The power of a court to review actions and decisions made by other agencies of government

**Jurisdiction:** The territory, subject matter, or people over which a court or other justice agency may exercise lawful authority, as determined by statute or constitution

**Lay Witness:** An eyewitness, character witness or other person called on to testify who is not considered an expert. Lay witnesses must testify to facts only and may not draw conclusions or express opinions.

**Preliminary Hearing:** A proceeding before a judicial officer in which three matters must be decided: 1) whether a crime was committed, 2) whether the crime occurred within the territorial jurisdiction of the court, and 3) whether there are reasonable grounds to believe that the defendant committed the crime

**State Court Administrator:** A coordinator who assists with case-flow management, operating funds budgeting, and court docket administration

**State Court System:** A state-court judicial structure. Most states have at least three court levels: trial courts, appellate courts, and a supreme court.

**Trial:** In criminal proceedings, the examination in court of the issues of fact and relevant law in case for the purpose of convicting or acquitting the defendant

## Unit 5: Corrections

**Arrest:** Take into police control

**Assailant:** A person who assaults or attacks

**At large** (on the loose): Not caught, running free

**Armed and dangerous:** Is carrying a weapon and has a violent background

**Back-up:** Police who are called in to support or help

**Bail:** Large amount of money that someone pays as a promise to appear in court

**Baton (night stick):** Heavy stick that police use for controlling crowds or defending themselves

**Book someone:** Register someone as a criminal

**Break into:** Enter a residence, car, or business illegally

**Burglar:** A person who breaks into a home or business and steals items

**Cell:** Individual room in a jail/prison

**Convict:** A person who is doing (or supposed to be doing) jail time

**Cop/copper:** Police officer (common slang)

**Criminal record:** A file that lists all of the crimes a person has committed

**Crime scene:** The place where a crime happened

**Cruiser** (squad car): Police car

**(in) Custody:** Under police control

**DUI/DWI:** (Driving Under the Influence/Driving While Intoxicated); driving after drinking alcohol or consuming controlled substances in amounts over the legal limits

**Detective:** Police officer responsible for solving crime

**Do time:** Receive punishment for a crime by spending time in jail

**Domestic dispute:** Argument/trouble in the home (often leads to violence)

**Escape:** Get away from a holding place

**Felony:** A major crime (e.g., murder)

**Fine:** Money that a person pays for breaking a law

**Fingerprints:** Marks left by fingers that identify a person

**Firearm:** Rifles, pistols, or other portable guns

**Gang:** A group of people often associated with crime and drugs

**Guilty:** Responsible for a crime, deserving of punishment

**Handcuffs:** Metal rings that attach to wrists to keep criminals (or the accused) from escaping

**Innocent:** Not responsible for the crime

**Intruder:** A person who enters a home or business illegally

**Jail** (prison): A place where criminals are confined

**Misdemeanor:** A minor crime (punishment is usually a fine or less than 1 year in jail)

**Noise complaint:** A call to the police to complain of disturbing noise (usually music or a party)

**Partner:** Another officer that a police officer drives and works with

**Patrol** (on patrol): Observe and protect an area

**Perpetrator:** Person who committed the crime

**Pickpocket:** A thief who steals from people's pockets in transit or in crowds

**Pistol:** A handheld firearm

**Pursuit:** The act of searching for

**Radar:** Radio wave transmission that helps police track cars and map crime scenes

**Robbery:** Theft, taking something that does not belong to you, often with force

**Speeding ticket:** Documentation of a fine given to a driver who gets caught driving beyond the speed limit

**Steal:** To take something that does not belong to you

**Street crime:** a loose term for criminal offences taking place in public places, such as prostitution

**Thief:** Someone who steals

**Walkie-talkie:** Handheld radio each partner carries

**Wanted:** Being searched for by police

**Witness:** To see something happen; a person who sees an event, typically a crime or accident, take place

**Young offender (juvenile delinquent):** A minor who commits a crime (usually under the age of 18)

## **Unit 6: Police and Highway Patrol**

**Accident:** The collision of a moving motor vehicle with another object causing damage to one or more of the objects involved

**Arrest:** Where a police officer takes away a person's freedom and places them in jail for breaking the law

**Back Up:** The action of a second police officer provides assistance to another officer

**Citation:** An official document of the court that a police officer uses to advise an offender of an infraction and to appear before a judge to answer for those actions

**Court:** Facilitates the resolution of traffic tickets and arrests made by police officers

**Interstate:** A paved surface regulated by speed that allows for objects to move from one state to another that is maintained by those states

**Jurisdiction:** A geographical area that determines who is responsible for the governing of the land within its boundaries.

**Offender:** A person who has been arrested but not convicted in court

**Officer Safety:** Preventative actions taken by a police officer to decrease their risk of injury while performing their duties

**Patrolperson:** An employee of a police department that patrols the streets within a community and answers calls for service.

**Police Academy:** A place that houses and trains new police officers and provides them with the basic skills to perform their duties upon completion of the training

**Pursuit:** An attempt made by a person to avoid being stopped by the police whether on foot or in a vehicle

**Roadway:** A paved surface that is used to move vehicles to and from within a jurisdiction that is maintained by the local government

**Supervisor:** An employee of a police department that is responsible for the actions of his/her patrolperson

**Traffic Stop:** An event where a police officer detains a vehicle and its occupants for a minimal amount of time

## **Unit 7: Public and Private Security**

**Arrest:** Take someone into custody, to seize and take someone into legal custody

**Audit:** Efficiency check, a systematic check or assessment, especially of the efficiency or effectiveness of an organization or a process, typically carried out by an independent assessor

**Citizen's Arrest:** Arrest by a citizen, an arrest made by an ordinary citizen rather than by a police officer

**Civilian:** A person following the pursuits of civil life, especially one who is not an active member of the military, the police

**Closed Circuit Television:** TV system in which signals are not publicly distributed but are monitored, primarily for surveillance and security purposes

**Covert:** Secret, not intended to be known, seen, or found out

**Detain:** Hold in custody, to restrain or keep someone or something in custody

**Deterrence:** Restrain from taking action, to discourage someone from taking action or prevent something from happening, especially by making someone feel afraid or anxious

**Interrogation:** Thorough questioning, the act or process of questioning someone closely, often in an aggressive manner, especially as part of an official investigation or trial

**Interview:** Meeting for asking questions, a meeting during which someone is asked questions

**Loss Prevention:** The act of reducing the amount of theft and shrinkage within a business

**Observing:** Officially witness something, to be an official witness to something without taking an active part in it

**Proactive:** taking initiative, taking the initiative by acting rather than reacting to events

**Report:** Tell about what happened, to give information about something that has happened

**Retail:** Sell to consumers, the selling of goods directly to customers, e.g. in stores

**Risk management:** Analysis of possible loss, the profession or technique of determining, minimizing, and preventing accidental loss in a business, e.g. by taking safety measures and buying insurance

**Security Guard:** Guard employed by private company, someone employed by a private organization to guard and protect a building or other property

**Shoplifter:** A person who steals something from a shop or store while pretending to shop for goods

**Shrinkage:** Merchandise stolen or broken, the loss of goods through theft or breakage

## **Unit 8: Specialized Law Enforcement Agencies**

**Crime Lab:** A scientific laboratory, using primarily forensic science for the purpose of examining evidence

**Crime Scene Investigator:** An employee of the crime lab that examines crime scenes for evidence

**Code Enforcement:** A department of a city government that enforces city codes and ordinances

**Homeland Security:** The federal department that administers all matters relating to homeland security

**Border:** Line dividing two areas, the line that officially separates two countries or regions, or the land on each side of it

**Undercover:** Secretly gathering information, engaged in or involving the secret gathering of information, especially by someone who disguises himself or herself as a member of the group whose activities are being investigated

**Blight:** Ruined state: a severely spoiled or ruined state, especially of an urban area

**Broken Windows Theory:** theory of the norm-setting and signaling effect of urban disorder and vandalism on additional crime and anti-social behavior. The theory states that maintaining and monitoring urban environments in a well-ordered condition may stop further vandalism and escalation into more serious crime.

**Forensic Science:** The study of evidence discovered at a crime scene and used in a court of law

**Nuisance abatement:** The term refers to using building codes, fire codes, zoning, etc. in order to improve the quality of life and resolve life safety issues within neighborhoods. Nuisance abatement programs are most often a component of problem oriented or community policing programs

**Toxicology:** scientific study of poisons: the scientific study of poisons, their effects, and their antidotes

**Crime Scene:** A crime scene is aThe location where a crime took place (or another location where evidence of the crime may be found), and comprises the area from which most of the physical evidence is retrieved by law enforcement personnel, crime scene investigators

**Trace Evidence:** A very small piece of evidence left at a crime scene that may be used to identify or link a suspect to a crime

**Serology:** Study of blood serum, the branch of medicine concerned with the study of blood serum and its constituents, especially its role in protecting the human body against disease

**Scientist:** A person having expert knowledge of one or more sciences, especially a natural or physical science

## **Unit 9: Fire Protection Services**

**Aerial Truck:** Also known as a ladder truck, aerial ladder, or just plain truck. A hydraulically powered ladder or articulating platform, mounted on a vehicle that also carries several different length extension ladders, and possibly extrication gear, ventilation equipment, and lighting. Some trucks can reach as high as 200 ft.

**Apparatus:** Any vehicle that serves a specific function other than just transportation of people. Engines, Trucks, and MICU's are examples of apparatus. A chief's vehicle is generally NOT considered apparatus although some departments may refer to it as such.

**Backdraft:** Term applied to the explosion caused by the sudden inward rush of oxygen when all of the super-heated gases, (heated above the ignition temperature) in a room or structure, ignite at the same time. If the gasses are pressurized, in a relatively closed room, an explosion could be the result. While the likelihood of such an occurrence is low, a backdraft is often fatal to anyone caught in it.

**Booster Line:** A hose that is usually one inch in diameter and rubber jacketed. But in some departments this can be the name given to any pre-connected line for the use of tank water. They are used on small fires using the water carried in an apparatus' booster tank and are usually stored on reels.

**Bunker Gear:** The slang term for the protective clothing a firefighter wears. It generally consists of boots, trousers, coat, gloves, hood, and helmet. It is technically referred to as "Personal Protective Equipment" or "PPE" and includes the SCBA. It is also known as "Turnout."



**Code One:** Traveling to a location with no lights or sirens

**Code Three:** Traveling to an emergency location with lights and siren. It should be noted that in most states there is no such thing as "Code Two." However, you may see apparatus traveling through residential areas at night without the siren on. This is just a courtesy to the people in the area.

**Code Four:** A signal that some police departments use to convey that everything is under control. Fire departments almost never use this term.

**Defensive Operations:** What usually appears on the news, a fire ground strategy based on firefighter safety and the protection of exposures. The goal is to simply confine the fire to the building/area of origin. No aggressive interior firefighting operations take place in the defensive mode. All fire streams are operated onto the fire from the outside. This strategy is employed when a fire has advanced to the point where attack operations are too dangerous, and/or the fire is beyond the capabilities of on scene resources.

**Drafting:** Pulling water from a source other than a hydrant or another fire apparatus. Cisterns, lakes, ponds and swimming pools are often used in drafting operations. Many departments in rural areas and without fire hydrants use drafting.

**Engine:** An apparatus designed for fire attack. It is the most common vehicle in fire departments. This apparatus carries, hose and usually about 500+ gal. of water. It also has a fire pump. Modern fire pumps can pump over 1500 GPM (Gallons Per Minute). These vehicles can also have the ability to supply foam and usually carries three to four personnel. Some departments, especially in Canada, refer to these apparatus as "Pumpers." Some departments, even in the U.S. may refer to their engines as "Pump 2" and so forth at times. They can be just about any color. You can see apparatus colored red, blue, black, lime yellow, yellow, green or white, just to name the more common colors.

**Extrication:** The systematic and safe freeing or removal of persons who are trapped or pinned. This can be accomplished by highly technical means or may be as easy as opening a locked door.

**Flashover:** Similar to a backdraft with the exception that the room is not closed or pressurized to the point of explosion. All of the contents of the room have given off flammable gases that have been heated to their ignition point and a fire suddenly envelopes the room. From the outside you will often see the exiting smoke appear to instantly ignite.

**Halligan:** An all-purpose steel prying bar used as a forcible entry tool. It looks like an adze with a point on the side. The story is that it was invented by a New York City firefighter named Huey Halligan. In some circles it is known as a "Pro Tool". Often this tool is married together with an ax. Together with possibly some other forcible entry tools, this is often referred to as "Irons".

**“LDH” Large Diameter Hose:** This is usually hose that is 5 in. in diameter. Using this hose, large volumes of water may be transported, under relatively low pressure. Many departments have converted to LDH from 3 in. Some may carry both on their apparatus to give them flexibility and options. You may hear this referred to, on the radio, as “LDH” or “5 in.” You can’t drive over this stuff or move it. It is too big and heavy. If a fire department has time, you may be able to get them to place hose bridges so you can get over this hose. **Do not let your vehicle get caught on the wrong side of it. You may be there for the duration if you do.**

**Mutual Aid:** This is an agreement between jurisdictions for the mutual assistance in the event of major events. Even the largest departments may need help from time to time. There is usually a pre-agreed upon procedure for implementing mutual aid. There can be pre-established automatic mutual aid. A city may agree to always take the runs for another in some remote location. Smaller departments depend upon mutual aid agreements.

**Overhaul:** The systematic search for hidden fires or for fire extension. It is generally a damaging process. If the fire impinges upon a wall, that wall will probably be opened to insure that the heat and fire hadn't communicated through to the inside.

**"RIC" or "RIT":** "Rapid Intervention Crew" or "Rapid Intervention Team." This will be a crew that is established strictly for the purpose of rescuing emergency personnel. Some form of RIC is required by NFPA 1500 and CFR 291910. They will assemble a collection of rescue tools and spare breathing apparatus. They cannot be used for firefighting unless a new crew is detailed to take their place. These people can be rotated as relief to the fire if another crew is detailed as the RIC. Note: in some areas this may be a "Rapid Intervention Group" (RIG) but this can be confused with the fact that some regions refer to apparatus as "Rigs." A call on the radio for a "rig to the north side" might confuse a mutual aid company.

**SCBA (Self Contained Breathing Apparatus):** This is the breathing apparatus firefighters wear. A common mistake is to think that there is only oxygen in the cylinder. There is not. The cylinder the firefighter wears is filled with the same air everyone breathes. Imagine the amount of air in a box measuring four feet in every direction. That is about how much air each firefighter has. Each cylinder is rated for a specific amount of time, usually 30-60 min, but that is based upon little or no exertion. A 30 min SCBA may only last 10 min under some conditions. Some departments may refer to their SCBA's by their brand names such as "Scott's" or "Dräger's" or "MSA's."

**Thermal Imaging Camera:** This is a camera that can be used to seek out hidden fires or see through smoke. It uses thermal imaging technology to detect the heat given off by objects. It can detect a difference of 1/10th of a degree. Some cameras have the ability to transmit the image back to command where it can be viewed or even recorded. The camera can also tell you the temperature of the object in the cross hairs. Some versions are helmet mounted. This device is so sensitive that it could help us find a victim who is completely under many layers of bed covers.

**Ventilation:** The process of removing heated gasses or smoke from a building. This makes the building more tenable and helps to prevent such things as flashover or backdraft. This can be accomplished by several methods, from opening a window to cutting a hole in the roof. It can also be accomplished by forced ventilation, using high-powered fans for horizontal ventilation.

## **Unit 10: Emergency Medical Services**

**Abdomen:** The body cavity located below the diaphragm and above the pelvis. It contains the stomach, intestines, liver, gallbladder, pancreas, and spleen

**Abrasion:** Damage to the outermost layer of the skin (epidermis) by shearing forces (such as rubbing or scraping)

**Advanced Directive:** A legal document that details a person's healthcare wishes when he or she becomes unable to make decisions for him or herself

**Arteries:** Large blood vessels that carry blood away from the heart to the rest of the body

**Bag-Mask (BM) Device:** A self-inflating bag used to force air into a patient's lungs; also called a bag-valve-mask device

**Baseline Vital Signs:** An initial set of vital sign measurements

**Blood Pressure (BP):** The force exerted by the blood on the inner walls of the heart and the walls of the arteries

**Blunt Trauma:** Trauma in which a forceful impact occurs to the body but with no break in the skin

**Body Substance Isolation (BSI) Precautions:** Self-protection against all body fluids and substances; also referred to as Standard Precautions and Universal Precautions

**Chief Complaint:** The reason EMS has been called, usually in the patient's own words

**Communicable Disease:** A contagious infection that can be spread from one person to another

**Congestive Heart Failure (CHF):** A condition in which one or both sides of the heart fail to pump efficiently

**Contusion:** Bruise

**Cyanosis:** Blue-gray color of the skin or mucous membranes that suggests inadequate oxygenation or poor perfusion

**Diastolic Blood Pressure:** The pressure in the arteries when the heart is at rest

**Do Not Resuscitate (DNR) Order:** Instructions written by a physician that notify medical professionals not to provide medical care to a patient who has experienced a cardiac arrest

**Edema:** Swelling

**Endotracheal (ET) Tube:** A plastic tube that is open at both ends and designed for insertion into a patient's trachea

**Evisceration:** The protrusion of an organ through an open wound

**Fracture:** A break in a bone

**Full-Thickness Burn:** A burn in which the epidermis and the dermis are destroyed, also called a third-degree burn. The burn may also involve subcutaneous tissue, muscle, and bone.

**Hematoma:** A localized collection of blood beneath the skin caused by a tear in a blood vessel

**Hemorrhage:** An extreme loss of blood from a blood vessel, also called major bleeding

**Hyperglycemia:** A higher-than-normal blood sugar level

**Hypoglycemia:** A lower-than-normal blood sugar level. In adults, hypoglycemia is a blood glucose level less than 70 mg/dL

**In-Line Stabilization:** A technique used to minimize movement of the head and neck

**Intravenous (IV) Cannulation:** Placement of a catheter (also called a cannula) into a vein to gain access to the body's venous circulation

**Jugular Venous Distention (JVD):** Bulging of the neck veins when the patient is placed in a sitting-position at a 45-degree angle

**Myocardial Contusion:** Bruising of the heart

**Occlusive:** Airtight

**Overdose:** An intentional or unintentional overmedication or ingestion of a toxic substance

**Palpitations:** An abnormal awareness of one's heart beat

**Pneumothorax:** A buildup of air between the outer lining of the lung and the chest wall causing a complete or partial collapse of the lung.

**Posterior:** The back side of the body or body part

**Puncture Wound:** Piercing of the skin with a pointed object such as a nail, pencil, ice pick, splinter, piece of glass, bullet, or a knife that results in little or no external bleeding (although internal bleeding may be severe), also called a penetration wound

**Rule of Nines:** A guide used to estimate the affected body surface area of a burn

**Standard of Care:** The minimum level of care expected of similarly trained healthcare professionals; based on education, experience, laws, and protocols

**Sucking Chest Wound:** A chest injury in which air moves into the pleural cavity through an open chest wound, creating a sucking or gurgling sound when air escapes from the wound when the patient breathes in

**Supine:** Lying face up

**Systolic Blood Pressure:** The pressure in an artery when the heart is pumping blood

**Thrombosis:** The formation or presence of a clot inside a blood vessel

**Thrombus:** A blood clot

**Veins:** Blood vessels that return blood to the heart

**Wound:** An injury to the soft tissues of the body

## **Unit 11: Interagency Collaboration, Communication and Liaisons**

**Collaboration:** A working together, the act of working together with one or more people in order to achieve something

**Command Post:** Field headquarters, a military headquarters for a command group and its officers during an operation

**Communication:** Exchange of information, the exchange of information between people, e.g. by means of speaking, writing, or using a common system of signs or behavior

**Dispatch:** Dispatchers are communications personnel responsible for receiving and transmitting pure and reliable messages, tracking vehicles and equipment.

**Emergency:** Sudden crisis requiring action, an unexpected and sudden event that must be dealt with urgently

**Incident Commander:** A systematic tool used for the command, control, and coordination of emergency response

**Interagency:** Involving or representing two or more agencies, especially government agencies.

**Jurisdiction:** Legal authority, the authority to enforce laws or pronounce legal judgments

**Liaison:** Coordination, the exchange of information or the planning of joint efforts by two or more people or groups, often of military personnel

**Objectives:** An end that can be reasonably achieved within an expected timeframe and with available resources

**Priority:** Greatest importance, the state of having most importance or urgency

**Resources:** Source of help, someone or something that is a source of help or information

**Response:** Reaction, something done in reaction to something else

**Responsibility:** Accountability, the state, fact, or position of being accountable to someone or for something

**Staging Area:** Place for assembling military force, a place where soldiers and military equipment are gathered for final organization, outfitting, and training before deployment on an operation

**Subordinate:** Of lesser rank: lower than somebody in rank or status

**Triage:** prioritization of patients for medical treatment, the process of prioritizing sick or injured people for treatment according to the seriousness of the condition or injury

**Unified:** Forming a single unit, brought together to form a single unit or entity

## **Unit 12: Conflict Management/Stress Management**

**Alternative:** The possibility of choosing between two different things or courses of action

**Anxiety:** A painful or apprehensive uneasiness of mind usually over an impending or anticipated ill

**Bribery:** Accepting money or property for not following through a violation, arrest, filing a complaint or impounding property

**Code of Ethics:** A written set of guidelines issued by an organization to its workers and management to help them conduct their actions in accordance with its primary values and ethical standards

**Corruption of Authority:** Undermining of criminal investigations or proceedings or losing traffic tickets

**Depression:** A psycho neurotic or psychotic disorder marked especially by sadness, inactivity, difficulty in thinking and concentration, a significant increase or decrease in appetite and time spent sleeping, feelings of dejection and hopelessness and sometimes suicidal tendencies

**Direct Criminal Activity:** A police officer commits a crime against person or property in violation of both department and state statute

**Flashbacks:** A past incident recurring vividly in the mind

**Health:** The condition of being sound in body, mind, or spirit

**Kickbacks:** Receiving a material gain by being a police officer without violating the law (free drinks, meals, services)

**Lawful:** Permitted or recognized by law

**Malfeasance:** Intentional commission of a prohibited act or intentional unjust performance of some act of which the party had no right (gratuity, perjury, use of police resources for personal use)

**Misfeasance:** Performance of a duty or act that one is obligated or permitted to do in a manner which is improper, sloppy or negligent (report writing, unsafe operation of motor vehicle, aggressively reprimanding a citizen, improper searching of arrestees)

**Motor Skills:** The ability to perform complex muscle and nerve acts that produce movement; fine motor skills are small movements like writing and tying shoes, gross motor skills are large movements like walking and kicking

**Nonfeasance:** Failure to perform an act which one is obligated to do either by law or directive due to omission or failure to recognize the obligation (failure to file report, improper stop & frisk, security breach)

**Nutrition:** The process of taking in and utilizing food substances which generates energy and supplies materials used in body tissues and process

**Opportunistic Theft:** Stealing from arrestees, crime victims, accident victims, and the dead

**Padding:** Receipt of goods, services, or money for referring business to certain individuals or companies

**Panic Attacks:** An episode of intense fear or apprehension that is of sudden onset and may occur for no apparent reason or as a reaction to an identifiable triggering stimulus (as a stressful event)

**Protection:** Police protection of those engaged in illegal activities

**Stress:** A state of mental or emotional strain or suspense

**The Fix:** Planting of or adding to evidence

**Trust:** Firm reliance on the integrity, ability, or character of a person or thing

### **Unit 13: Incident Reporting**

**Accident:** An undesirable or unfortunate happening that occurs unintentionally and usually results in harm, injury, damage, or loss; casualty; mishap

**Aid:** To provide support for or relief to, help, to aid the homeless victims of the fire

**Apprehension:** The taking of a criminal suspect into custody

**Arson:** The burning of a building or other property for a criminal or malicious reason

**Assessment:** A judgment about something based on an understanding of the situation

**Assistance:** Help given or made available to another

**Attack:** To use violence to try to harm someone or to defeat an enemy or capture an enemy position

**Authorities:** The right or power to enforce rules or give orders. Someone or something with official power. Power to act on behalf of someone else, or official permission to do something

**Barricade:** A barrier that protects defenders or blocks a route, to obstruct or protect something, or protect yourself, using a barricade

**Bleeding:** Loss of blood from the body as a result of illness or injury

**Body:** The complete material structure or physical form of a human being or animal

**Bystander:** Someone who observes but is not involved in something

**Capability:** The power or practical ability necessary for doing something

**Carelessness:** Lack of careful attention to the details of something

**Cause:** A person or thing that makes something happen or exist or is responsible for something that happens

**Caution:** Care, thoughtfulness, lack of haste, and close attention that enable someone to avoid the risks involved in a task or procedure

**Chain reaction:** A series of events following on quickly from each other, each of which causes the next one

**Chemical:** A substance used in or produced by the processes of chemistry. A chemical has a defined atomic or molecular structure that results from, or takes part in, reactions involving changes in its structure, composition, and properties.

**Circumstances:** A condition that affects what happens or how someone reacts in a particular situation

**Command:** An order or instruction given by someone in authority

**Communication:** The exchange of information between people, e.g. by means of speaking, writing, or using a common system of signs or behavior

**Control:** Ability or authority to manage or direct something

**Damage:** Physical injury that makes something less useful, valuable, or able to function

**Danger:** Exposure or vulnerability to harm, injury, or loss

**Deadly:** Able or likely to cause death

**Debris:** Fragments of something that has been destroyed or broken into pieces

**Department:** A major division of government that is responsible for dealing with a specific area of policy or administration

**Detective:** Someone who investigates and gathers evidence about possible crimes or wrongdoing

**Dispatch:** To instruct someone to go somewhere in order to carry out a task. To complete or deal with something quickly or efficiently

**Documentation:** Documents provided or collected together as evidence or as reference material, the process of providing written details or information about something

**Education:** The imparting and acquiring of knowledge through teaching and learning, especially at a school or similar institution

**Evidence:** Something that gives a sign or proof of the existence or truth of something or that helps someone to come to a particular conclusion

**Experience:** Active involvement in an activity or exposure to events or people over a period of time that leads to an increase in knowledge or skill

**Expertise:** The skill, knowledge, or opinion possessed by an expert

**Facts:** Something that can be shown to be true, to exist, or to have happened

**Fault:** Responsibility for a mistake, failure, or act of wrongdoing

**Fear:** An unpleasant feeling of anxiety or apprehension caused by the presence or anticipation of danger

**Fingerprints:** An impression of the curved lines of skin at the end of a finger that is left on a surface or made by pressing an inked finger onto paper, a unique characteristic, mark, or pattern that can be used to identify someone or something

**Follow-up:** Further action or investigation or a subsequent event that results from and is intended to supplement something done before

**Generate:** To bring something into existence or effect

**Handling:** The way in which someone handles or deals with something

**Incident:** Something that happens, especially a single event

**Information:** Definite knowledge acquired or supplied about something or someone, the collected facts and data about a specific subject.

**Injury:** Physical damage to the body or a body part

**Instruction:** A spoken or written statement of what must be done, especially delivered formally, with official authority, or as an order

**Investigate:** Transitive and intransitive verb to carry out a detailed examination or inquiry, especially officially, in order to find out about something or someone

**Investigator:** Someone who seeks facts about someone or something on a professional basis, especially someone who investigates crimes or prepares official or confidential reports

**Judgment:** The decision arrived at and pronounced by a court of law

**Jurisdiction:** The authority to enforce laws or pronounce legal judgments, the area over which legal authority extends

**Knowledge:** General awareness or possession of information, facts, ideas, truths, or principles

**Location:** The site or position of something

**Objective:** Free of any bias or prejudice caused by personal feelings, based on facts rather than thoughts or opinions

**Operation:** The act of making something carry out its function, or controlling or managing the way it works, an organized campaign, maneuver, or other form of action, especially one carried out by rescue personnel, the police, or diplomatic personnel

**Police:** A civil organization whose members are given special legal powers by the government and whose task is to maintain public order and to solve and prevent crimes

**Prevention:** An action or actions taken to stop someone from doing something or to stop something from happening

**Question:** A request for information or for a reply, which usually ends with a question mark if written or on a rising intonation if spoken

**Record:** An official written account of the proceedings of a court, available for use as evidence

**Scene:** A location at which an event or action happens

**Search:** To look into, over, or through something carefully in order to find someone or something

**Speculation:** A conclusion, theory, or opinion based on incomplete facts or information

**Statement:** The expression in spoken or written words of something, such as a fact, intention, or policy

**Suspicious:** Creating or liable to create suspicion, inclined or tending to believe that something is wrong

**Tactic:** A method used or a course of action followed in order to achieve an immediate or short-term goal

**Testify:** To declare something that can be taken as evidence under oath in a court of law, to make a factual statement based on personal experience, or declare something to be true from personal experience

**Victim:** Someone who is hurt or killed by someone or something, especially in a crime, accident, or disaster

**Violation:** A crime or infringement of a law or rules, especially one less serious than a misdemeanor, or a foul in sports

## **Unit 14: Careers in the Military**

**Adjustment:** Process used to obtain correct line, range, and connect height of burst (if time fuses are used) in engaging a target by observed fire

**Administrative plan or order:** A combat plan or order relating to the operation plan or order for a tactical operation that is issued as its paragraph 4. It sets forth information and instructions governing the logistical and administrative support of the operation.

**Advance:** The forward movement of a unit toward the enemy

**Advance by bounds:** An advance controlled by the assignment of successive objectives, usually from one terrain feature to the next

**Aperture sight:** A lensless sight by which the target is viewed through a hole, or aperture (as contrasted with an open sight having only a v-cut notch)

**Base (base unit):** The element or unit in a tactical operation around which a movement or maneuver is planned and performed

**Blowback:** The energy produced in a weapon by expanding gases and powder; it forces the cartridge case rearward out of the chamber

**Burst of fire:** A number of shots fired automatically with a single squeeze of the trigger

**Caliber:** The diameter of the bore measured from land to land; usually expressed in decimal fractions of an inch.

**Cartridge:** A small-arms round ready for firing; its components are the cartridge case, primer, propellant, and bullet

**Chambering:** The process of placing a round into the chamber of a weapon after it has been fed into the weapon.

**Checkpoint:** An easily identifiable point on the terrain that is used in controlling movement or reporting locations of friendly units.

**Combat order:** An order issued by a commander for a combat operation specifying time and date of execution.

**Concealment:** The protection from observation only.

**Cook off:** A cook off is a functioning of any or all of the explosive components of a cartridge or shell caused by a weapon that has become very hot from continuous firing

**Counterattack:** An attack by a part or all of a defending force against an enemy attacking force. The specific purpose of the attack is to regain ground lost or to cut off or destroy enemy advance units. The general objective of the attack is to deny friendly territory to the enemy.

**Covert operations:** Operations that are so planned and executed as to conceal the identity of the sponsor

**Direct fire:** Fire delivered by a weapon sighted directly at the target.



**Dispersion:** The spreading of troops and material over a wide area to avoid offering the enemy a concentrated target; a scattered pattern of hits of bombs dropped under identical conditions or of shots fired from the same gun with the same firing data

**Evasion and Escape (E&E):** The procedures and operations whereby military personnel and other selected individuals are enabled to emerge from an enemy-held or hostile area to areas under friendly control

**Final protective line:** A line along which interlocking bands of grazing fire are placed to stop enemy assaults. The line is placed at a predetermined distance from all available weapons fixed in direction and elevation that are capable of delivery under conditions of visibility.

**Mark:** Call for fire on a specified location to orient the spotter or observer or to indicate targets

**Mission:** The specific task or duty assigned to an individual, weapon, or unit

**Objective:** The physical object of the action taken or the effect desired

**Optical sight:** A sight having lenses as contrasted with one having an aperture or open sight

**Pace:** The length of a full step in quick time, 30 in.

**Position:** The location of a gun, unit, or individual from which fire can be delivered upon a given target

**Terrain:** An area of ground, considered as to its extent and natural features, in relation to its use in a particular operation

**Trajectory:** The path described by a projectile in flight

**Unit:** Any military force having a prescribed organization

## **Unit 15: Emergency Management**

**Accident:** An unforeseen and unplanned event or circumstance, often with lack of intention or necessity. It usually implies a generally negative outcome.

**Arson:** The crime of willfully or maliciously setting a fire for an unlawful or improper purpose. Arsonists set fires for a multitude of reasons, including vandalism.

**Authorities:** A right conferred by a recognized social position. Authority often refers to power vested in an individual or organization by.

**Captain:** A person who is at the head of or in authority over others, chief, leader, an officer ranking in most armies above a first lieutenant and below a major

**Communication:** The act of conveying a message, through a channel, from one person to another; that is, connecting or sharing thoughts, opinions, emotions, and intelligence. Communication is a mechanism for all types of interaction and connectivity.

**Damage:** Physical injury that makes something less useful, valuable, or able to function

**Danger:** Exposure or vulnerability to harm, injury, or loss

**Dangerous:** Likely to cause or result in harm or injury, involving risk or difficulty

**Debris:** Fragments of something that has been destroyed or broken into pieces

**Department:** A major division of government that is responsible for dealing with a specific area of policy or administration

**Deploy:** To position troops, weapons, or resources in a specific area in readiness for action, or take up position in this way

**Destructive:** Intended to damage or hurt rather than be helpful or instructive

**Discipline:** Mental self-control used in directing or changing behavior, learning something, or training for something

**Dispatch:** To instruct someone to go somewhere in order to carry out a task

**Documentation:** The process of providing written details or information about something

**Emergency:** An unexpected and sudden event that must be dealt with urgently

**Enforcement:** To compel obedience to a law, regulation, or command

**Event:** An occurrence, especially one that is particularly significant, interesting, exciting, or unusual

**Evidence:** Something that gives a sign or proof of the existence or truth of something, or that helps someone to come to a particular conclusion

**Explosion:** A bursting with a loud noise, or a shattering of something into many pieces

**Flames:** A hot glowing mass of burning gas, often carrying fine incandescent particles

**Flammable:** Readily capable of catching fire

**Government:** The state and its administration viewed as the ruling political power

**Harmful:** Causing damage or injury

**Hazard:** Something that is potentially very dangerous

**Headquarters:** The administrative center from which the affairs of an organization are directed

**Ignite:** To set fire to something, or catch fire, to heat a gas to the temperature at which it begins to burn, or be heated in this way

**Incident:** Something that happens, especially a single event

**Information:** Definite knowledge acquired or supplied about something or someone

**Instruction:** A spoken or written statement of what must be done, especially delivered formally, with official authority, or as an order

**Investigate:** To carry out a detailed examination or inquiry, especially officially, in order to find out about something or someone

**Jurisdiction:** The area over which legal authority extends

**Leader:** Someone who guides or directs others

**Operation:** The act of making something carry out its function, or controlling or managing the way it works

**Outbreak:** A sudden occurrence, usually of something unpleasant or dangerous such as illness or fighting

**Paramedic:** Someone trained to perform emergency medical procedures in the absence of a doctor, especially a member of an ambulance crew

**Police:** An organized group of people whose job is maintaining order, ensuring that regulations are obeyed, and preventing crime within a particular area or sphere of activity

**Preparation:** The work or planning involved in making something or someone ready or in putting something together in advance

**Recovery:** The return of something to a normal or improved state after a setback or loss

**Rescue:** To save someone or something from a dangerous or harmful situation

**Response:** Something done in reaction to something else

**Safety:** Protection from, or not being exposed to, the risk of harm or injury

**Situation:** A particular set of circumstances existing in a particular place or at a particular time

**Survival:** The fact of remaining alive or in existence, especially after facing life-threatening danger, or of continuing in a present position or office

**Training:** The process of teaching or learning a skill or job

**Unit:** A single person, thing, or group, usually regarded as a whole part of something large

**Violence:** The use of physical force to injure someone or damage something

**Volunteer:** Someone who works without being paid. To tell someone something or give information without being asked

**Witness:** Someone who gives evidence after seeing or hearing something

### **Unit 16: Workplace Skills**

**Absenteeism:** Consistent failure to show up for work

**Body language:** A person's physical posture and gestures that reflect how that person is feeling

**Harassment:** A type of discrimination that can be based on race, age, disabilities, sex, religion, cultural issues, health, or language barriers

**Leadership:** The ability to set an example for others to follow by exercising authority and responsibility

**Reference:** A person who can confirm to a potential employer that an applicant has the skills, experience, and work habits that are listed on the résumé

**Teamwork:** The cooperation of coworkers to achieve one or more goals

### **Unit 17: Career Experience/Job Shadowing**

**Career Cluster:** A concept that provides students with a context for studying traditional academics and learning the skills specific to a career and provides U.S. schools with a structure for organizing or restructuring curriculum, offering classes composed around a common theme, such as interest

**Career:** An occupation undertaken for a significant period of a person's life and with opportunities for progress

**Certificates:** A document serving as evidence or as written testimony, as of status, qualifications, privileges, or the truth of something

**Education:** Information about or training in a particular field or subject

**Ethics:** Moral principles that govern a person's or group's behavior

**IHL (Institutions of Higher Learning):** An institution beyond the high school level, such as academies, universities, colleges, seminaries, institutes of technology, and certain other collegiate-level institutions, such as vocational schools, trade schools, and career colleges, that award academic degrees or professional certifications.

**Mission statement:** A statement of how a company does business

**Postsecondary Education:** Tertiary education, also referred to as third stage, third level, and postsecondary education, the educational level following the completion of a school providing a secondary education, such as a high school, secondary school, university-preparatory school, or gymnasium

**Salary:** A fixed, regular payment, typically paid on a monthly or biweekly basis but often expressed as an annual sum, made by an employer to an employee

**Secondary Education:** Education beyond the elementary grades, provided by a high school or college-preparatory school

**Skills:** Particular abilities to perform tasks well

**Training:** The action of teaching a person a particular skill or type of behavior

**Wage:** A fixed, regular payment, typically paid on a daily or weekly basis, made by an employer to an employee, usually a manual or unskilled worker

**Workforce:** The people engaged in or available for work, either in a country or area or in a particular company or industry

# Appendix C: Industry Standards

## Board on Law Enforcement Officer Standards and Training (BLEOST)

| Board on Law Enforcement Officer Standards and Training (BLEOST)<br>Crosswalk for Law and Public Safety |        |        |        |        |        |        |        |        |        |         |         |         |         |         |         |         |         |
|---|--------|--------|--------|--------|--------|--------|--------|--------|--------|---------|---------|---------|---------|---------|---------|---------|---------|
| Units   | Unit 1 | Unit 2 | Unit 3 | Unit 4 | Unit 5 | Unit 6 | Unit 7 | Unit 8 | Unit 9 | Unit 10 | Unit 11 | Unit 12 | Unit 13 | Unit 14 | Unit 15 | Unit 16 | Unit 17 |
| BLEOST  |        |        |        |        |        |        |        |        |        |         |         |         |         |         |         |         |         |
| PK1.1 Patrol Operations   |        |        |        |        |        | X      | X      | X      |        |         |         |         |         |         |         |         |         |
| PK1.1.1 History of the Criminal Justice System  |        |        | X      | X      | X      |        |        |        |        |         |         |         |         | X       |         |         |         |
| PK1.1.2 Ethics  |        |        |        |        |        |        |        |        |        |         | X       | X       |         |         |         |         |         |
| PK1.2 Basic Criminal Investigation  |        |        |        |        |        | X      | X      | X      |        |         |         |         |         |         |         |         |         |
| PK1.3 Traffic   |        |        |        |        |        | X      | X      | X      |        |         |         |         |         |         |         |         |         |
| PK1.4 Basic Law for Law Enforcement Officers  |        | X      |        |        | X      | X      | X      | X      |        |         | X       |         |         |         |         |         |         |
| PS2.1 Mechanics of Arrest   |        |        |        |        |        | X      | X      | X      |        |         |         |         |         |         |         |         |         |
| PS2.2 Testimony in Court  |        |        |        |        |        | X      | X      | X      |        |         |         |         |         |         |         |         |         |
| PS2.2.1 Courtroom Procedures and Techniques   |        |        | X      | X      | X      |        |        |        |        |         |         |         |         |         |         |         |         |
| PS2.3 Firearms Training   |        |        |        |        |        | X      | X      | X      |        |         |         |         |         |         |         |         |         |
| PS2.4 First Aid, HIV/AIDS Awareness and CPR   |        |        |        |        |        | X      | X      | X      |        |         |         |         |         |         |         |         |         |
| PS2.5 Driver Training   |        |        |        |        |        | X      | X      | X      |        |         |         |         |         |         |         |         |         |
| PS2.6 Administrative Time   |        |        |        |        |        | X      | X      | X      |        |         |         | X       | X       |         |         | X       | X       |

### 1 POLICE KNOWLEDGE

#### PK 1.1 Patrol Operations

PK1.1.1 History of the Criminal Justice System

PK1.1.2 Ethics

PK1.1.3 Law Enforcement Officer Rights

PK1.1.4 Police Image

PK1.1.5 Crime and its Prevention

PK1.1.6 Stop and Approach

PK1.1.7 Basic Radio Communications

PK1.1.8 Use of Force and Incident Reporting and Documentation

PK1.1.9 Service of Process

- PK1.1.10 Cultural Awareness and Human Relations
- PK1.1.11 Handling the Mentally Ill
- PK 1.2 Basic Criminal Investigation
  - PK1.2.1 Crime Scene and Forensic Services
  - PK1.2.2 Basic Investigative Matters
  - PK1.2.3 Narcotics Investigation
- PK 1.3 Traffic
  - PK1.3.1 Rules of the Road
  - PK1.3.2 DUI Law, Detection and Field Sobriety
  - PK1.3.3 Accident Investigation
  - PK1.3.4 Traffic Control and Roadblocks
  - PK1.3.5 Intoxilyzer
  - PK1.3.6 Radar
- PK 1.4 Basic Law for Law Enforcement Officers
  - PK1.4.1 Evidence, Arrest, Search and Seizure
  - PK1.4.2 Mississippi Criminal Statutes
  - PK1.4.3 Juvenile Law and Procedure
  - PK1.4.4 Civil Liability and Use of Force

## 2 POLICE SKILLS

- PS 2.1 Mechanics of Arrest
  - PS2.1.1 Physical Fitness and Conditioning
  - PS2.1.2 Subject Control Techniques
  - PS2.1.3 Officer Survival and Crisis Intervention
- PS 2.2 Testimony in Court
  - PS2.2.1 Courtroom Procedures and Techniques
  - PS2.2.2 Moot Court
- PS 2.3 Firearms Training
- PS 2.4 First Aid, HIV/AIDS Awareness and CPR
- PS 2.5 Driver Training
- PS 2.6 Administrative Time

## National Emergency Medical Services (EMS) Educational Standards

| <b>National Emergency Medical Services (EMS) Educational Standards<br/>Crosswalk for Law and Public Safety</b> |       |        |        |        |        |        |        |        |        |        |         |         |         |         |         |         |         |         |
|--|-------|--------|--------|--------|--------|--------|--------|--------|--------|--------|---------|---------|---------|---------|---------|---------|---------|---------|
|  | Units | Unit 1 | Unit 2 | Unit 3 | Unit 4 | Unit 5 | Unit 6 | Unit 7 | Unit 8 | Unit 9 | Unit 10 | Unit 11 | Unit 12 | Unit 13 | Unit 14 | Unit 15 | Unit 16 | Unit 17 |
| EMS  |       |        |        |        |        |        |        |        |        |        |         |         |         |         |         |         |         |         |
| EMB1   |       |        |        |        |        |        |        |        |        |        | X       |         |         |         |         |         |         |         |
| EMB2   |       |        |        |        |        |        |        |        |        |        |         |         |         |         |         |         |         |         |
| EMB3   |       |        |        |        |        |        |        |        |        |        | X       |         |         |         |         |         |         |         |
| EMB4   |       |        |        |        |        |        |        |        |        |        |         |         |         |         |         |         |         |         |
| EMB5   |       |        |        |        |        |        |        |        |        |        |         |         |         |         |         |         |         |         |
| EMB6   |       |        |        |        |        |        |        |        |        |        | X       |         |         |         |         |         |         |         |
| EMB7   |       |        |        |        |        |        |        |        |        |        |         |         |         |         |         |         |         |         |
| EMB8   |       |        |        |        |        |        |        |        |        |        | X       |         |         |         |         |         |         |         |
| EMB9   |       |        |        |        |        |        |        |        |        |        | X       |         |         |         |         |         |         |         |
| EMB10  |       |        |        |        |        |        |        |        |        |        |         |         |         |         |         |         |         |         |
| EMB11  |       |        |        |        |        |        |        |        |        |        | X       |         |         |         |         |         |         |         |
| EMB12  |       |        |        |        |        |        |        |        |        |        | X       |         |         |         |         |         |         |         |
| EMB13  |       |        |        |        |        |        |        |        |        |        |         |         |         |         |         |         |         |         |
| EMB14  |       |        |        |        |        |        |        |        |        |        | X       | X       |         | X       |         |         | X       | X       |

- EMB1 Preparatory
- EMB2 Anatomy and Physiology
- EMB3 Medical Terminology
- EMB4 Pathophysiology
- EMB5 Life Span Development
- EMB6 Public Health
- EMB7 Pharmacology
- EMB8 Airway Management, Respiration, and Artificial Ventilation
- EMB9 Assessment
- EMB10 Medicine
- EMB11 Shock and Resuscitation
- EMB12 Trauma
- EMB13 Special Patient Populations
- EMB14 EMS Operations

## NFPA 1001: Standard for Fire Fighter Professional Qualifications, 2013 Edition

| <b>NFPA 1001: Standard for Fire Fighter Professional Qualifications, 2013 Edition<br/>Standards Crosswalk for Law and Public Safety</b> |       |        |        |        |        |        |        |        |        |        |         |         |         |         |         |         |         |         |
|---|-------|--------|--------|--------|--------|--------|--------|--------|--------|--------|---------|---------|---------|---------|---------|---------|---------|---------|
|   | Units | Unit 1 | Unit 2 | Unit 3 | Unit 4 | Unit 5 | Unit 6 | Unit 7 | Unit 8 | Unit 9 | Unit 10 | Unit 11 | Unit 12 | Unit 13 | Unit 14 | Unit 15 | Unit 16 | Unit 17 |
| NFPA 1001   |       |        |        |        |        |        |        |        |        |        |         |         |         |         |         |         |         |         |
| NFPA1.5.1   |       |        | x      |        |        |        |        |        |        | x      |         | x       |         | x       |         |         |         |         |
| NFPA1.5.2   |       |        |        |        |        |        |        |        |        | x      |         | x       |         |         |         |         | x       | x       |
| NFPA1.5.3   |       |        |        |        |        |        |        |        |        | x      |         |         |         |         |         |         |         |         |
| NFPA1.5.4   |       |        |        |        |        |        |        |        |        | x      |         |         |         |         |         |         |         |         |
| NFPA1.5.5   |       |        |        |        |        |        |        |        |        | x      |         |         |         |         |         |         |         |         |
| NFPA2.6.1   |       |        | x      |        |        |        |        |        |        | x      |         | x       |         | x       |         |         |         |         |
| NFPA2.6.2   |       |        |        |        |        |        |        |        |        | x      |         | x       |         |         |         |         | x       | x       |
| NFPA2.6.3   |       |        |        |        |        |        |        |        |        | x      |         |         |         |         |         |         |         |         |
| NFPA2.6.4   |       |        |        |        |        |        |        |        |        | x      |         |         |         |         |         |         |         |         |
| NFPA2.6.5   |       |        |        |        |        |        |        |        |        | x      |         |         |         |         |         |         |         |         |

1. Fire Fighter I

- NFPA1.5.1 General
- NFPA1.5.2 Fire Department Communications
- NFPA1.5.3 Fireground Operations
- NFPA1.5.4 Rescue Operations
- NFPA1.5.5 Preparedness and Maintenance

2. Fire Fighter II

- NFPA2.6.1 General
- NFPA2.6.2 Fire Department Communications
- NFPA2.6.3 Fireground Operations
- NFPA2.6.4 Rescue Operations
- NFPA2.6.5 Fire and Life Safety Initiatives, Preparedness, and Maintenance

**Federal Emergency Management Agency (FEMA) National Response Framework,  
Chapter II (Response Actions)**

| <b>Federal Emergency Management Agency (FEMA) National Response Framework,<br/>Chapter II (Response Actions) Standards Crosswalk for Law and Public Safety</b> |       |        |        |        |        |        |        |        |        |        |         |         |         |         |         |         |         |         |
|--|-------|--------|--------|--------|--------|--------|--------|--------|--------|--------|---------|---------|---------|---------|---------|---------|---------|---------|
|  | Units | Unit 1 | Unit 2 | Unit 3 | Unit 4 | Unit 5 | Unit 6 | Unit 7 | Unit 8 | Unit 9 | Unit 10 | Unit 11 | Unit 12 | Unit 13 | Unit 14 | Unit 15 | Unit 16 | Unit 17 |
| FEMA   |       |        |        |        |        |        |        |        |        |        |         |         |         |         |         |         |         |         |
| F1.1   |       |        |        |        |        |        |        |        |        |        |         | X       |         |         |         | X       |         |         |
| F1.2   |       |        |        |        |        |        |        |        |        |        |         | X       |         |         |         | X       |         |         |
| F1.3   |       |        |        |        |        |        |        |        |        |        |         |         |         |         |         | X       |         |         |
| F1.4   |       |        |        |        |        |        |        |        |        |        |         |         |         |         |         | X       |         |         |
| F1.5   |       |        |        |        |        |        |        |        |        |        |         |         |         |         |         | X       |         |         |
| F1.6   |       |        |        |        |        |        |        |        |        |        |         | X       |         |         |         | X       |         |         |
| F2.1   |       |        |        |        |        |        |        |        |        |        |         | X       |         |         |         | X       |         |         |
| F2.2   |       |        |        |        |        |        |        |        |        |        |         |         |         |         |         | X       |         |         |
| F2.3   |       |        |        |        |        |        |        |        |        |        |         | X       |         |         |         | X       |         |         |
| F2.4   |       |        |        |        |        |        |        |        |        |        |         |         |         |         |         | X       |         |         |
| F3.1   |       |        |        |        |        |        |        |        |        |        |         | X       |         |         |         | X       |         |         |

1. Prepare
  - F1.1 Plan
  - F1.2 Organize
  - F1.3 Equip
  - F1.4 Train
  - F1.5 Exercise
  - F1.6 Evaluate and Improve
2. Respond
  - F2.1 Gain and Maintain Situational Awareness
  - F2.2 Activate and Deploy Resources and Capabilities
  - F2.3 Coordinate Response Actions
  - F2.4 Demobilize
3. Recover
  - F3.1 Recovery Coordination



## Appendix D: 21st Century Skills<sup>3</sup>

| 21 <sup>st</sup> Century Crosswalk for Law and Public Safety |       |        |        |        |        |        |        |        |        |        |         |         |         |         |         |         |         |         |
|--|-------|--------|--------|--------|--------|--------|--------|--------|--------|--------|---------|---------|---------|---------|---------|---------|---------|---------|
|  | Units | Unit 1 | Unit 2 | Unit 3 | Unit 4 | Unit 5 | Unit 6 | Unit 7 | Unit 8 | Unit 9 | Unit 10 | Unit 11 | Unit 12 | Unit 13 | Unit 14 | Unit 15 | Unit 16 | Unit 17 |
| 21 <sup>st</sup> Century Standards                           |       |        |        |        |        |        |        |        |        |        |         |         |         |         |         |         |         |         |
| CS1  |       | x      | x      | x      | x      | x      | x      |        | x      |        |         | x       |         |         | x       | x       | x       | x       |
| CS2  |       |        | x      |        |        |        | x      | x      | x      |        |         | x       | x       | x       |         |         | x       | x       |
| CS3  |       | x      | x      | x      | x      | x      | x      | x      | x      | x      | x       | x       | x       |         | x       | x       | x       | x       |
| CS4  |       | x      | x      |        |        |        | x      |        | x      | x      | x       | x       | x       |         | x       | x       |         |         |
| CS5  |       |        | x      |        |        |        |        |        | x      | x      | x       | x       |         |         | x       | x       |         |         |
| CS6  |       |        |        |        |        |        | x      | x      | x      | x      | x       | x       |         |         | x       | x       | x       | x       |
| CS7  |       |        | x      | x      | x      | x      | x      | x      | x      | x      | x       | x       | x       | x       | x       | x       | x       | x       |
| CS8  |       | x      | x      | x      | x      | x      | x      | x      | x      | x      | x       | x       | x       | x       | x       | x       | x       | x       |
| CS9  |       | x      | x      | x      | x      | x      | x      | x      | x      | x      | x       | x       | x       | x       | x       | x       | x       | x       |
| CS10   |       |        |        |        |        |        |        |        |        |        |         |         |         |         |         |         |         |         |
| CS11   |       | x      | x      | x      | x      | x      | x      | x      | x      | x      | x       | x       | x       | x       | x       | x       | x       | x       |
| CS12   |       |        | x      |        |        |        | x      | x      | x      | x      | x       | x       | x       | x       | x       | x       | x       | x       |
| CS13   |       |        | x      |        | x      |        | x      | x      | x      | x      | x       | x       | x       | x       | x       | x       | x       | x       |
| CS14   |       | x      | x      | x      | x      | x      | x      | x      | x      | x      | x       | x       | x       |         | x       | x       | x       | x       |
| CS15   |       |        | x      | x      | x      | x      | x      | x      | x      | x      | x       | x       |         | x       | x       | x       | x       | x       |
| CS16   |       | x      | x      |        | x      | x      | x      | x      | x      | x      | x       | x       | x       | x       | x       | x       | x       | x       |

### CSS1-21st Century Themes

#### CS1 Global Awareness

1. Using 21st century skills to understand and address global issues
2. Learning from and working collaboratively with individuals representing diverse cultures, religions, and lifestyles in a spirit of mutual respect and open dialogue in personal, work, and community contexts
3. Understanding other nations and cultures, including the use of non-English languages

#### CS2 Financial, Economic, Business, and Entrepreneurial Literacy

1. Knowing how to make appropriate personal economic choices
2. Understanding the role of the economy in society
3. Using entrepreneurial skills to enhance workplace productivity and career options

#### CS3 Civic Literacy

1. Participating effectively in civic life through knowing how to stay informed and understanding governmental processes
2. Exercising the rights and obligations of citizenship at local, state, national, and global levels
3. Understanding the local and global implications of civic decisions

#### CS4 Health Literacy

1. Obtaining, interpreting, and understanding basic health information and services and using such information and services in ways that enhance health
2. Understanding preventive physical and mental health measures, including proper diet, nutrition, exercise, risk avoidance, and stress reduction
3. Using available information to make appropriate health-related decisions

<sup>3</sup> *21st century skills*. (n.d.). Washington, DC: Partnership for 21st Century Skills.

4. Establishing and monitoring personal and family health goals
5. Understanding national and international public health and safety issues

**CS5 Environmental Literacy**

1. Demonstrate knowledge and understanding of the environment and the circumstances and conditions affecting it, particularly as relates to air, climate, land, food, energy, water, and ecosystems.
2. Demonstrate knowledge and understanding of society's impact on the natural world (e.g., population growth, population development, resource consumption rate, etc.).
3. Investigate and analyze environmental issues, and make accurate conclusions about effective solutions.
4. Take individual and collective action toward addressing environmental challenges (e.g., participating in global actions, designing solutions that inspire action on environmental issues).

CSS2-Learning and Innovation Skills

**CS6 Creativity and Innovation**

1. Think Creatively
2. Work Creatively with Others
3. Implement Innovations

**CS7 Critical Thinking and Problem Solving**

1. Reason Effectively
2. Use Systems Thinking
3. Make Judgments and Decisions
4. Solve Problems

**CS8 Communication and Collaboration**

1. Communicate Clearly
2. Collaborate with Others

CSS3-Information, Media and Technology Skills

**CS9 Information Literacy**

1. Access and Evaluate Information
2. Use and Manage Information

**CS10 Media Literacy**

1. Analyze Media
2. Create Media Products

**CS11 ICT Literacy**

1. Apply Technology Effectively

CSS4-Life and Career Skills

**CS12 Flexibility and Adaptability**

1. Adapt to change
2. Be Flexible

**CS13 Initiative and Self-Direction**

1. Manage Goals and Time
2. Work Independently

3. Be Self-directed Learners
- CS14 Social and Cross-Cultural Skills**
1. Interact Effectively with others
  2. Work Effectively in Diverse Teams
- CS15 Productivity and Accountability**
1. Manage Projects
  2. Produce Results
- CS16 Leadership and Responsibility**
1. Guide and Lead Others
  2. Be Responsible to Others

## Appendix E: Common Core Standards

| Common Core Crosswalk for English/Language Arts (11-12) |       |        |        |        |        |        |        |        |        |        |         |         |         |         |         |         |         |         |
|---|-------|--------|--------|--------|--------|--------|--------|--------|--------|--------|---------|---------|---------|---------|---------|---------|---------|---------|
|   | Units | Unit 1 | Unit 2 | Unit 3 | Unit 4 | Unit 5 | Unit 6 | Unit 7 | Unit 8 | Unit 9 | Unit 10 | Unit 11 | Unit 12 | Unit 13 | Unit 14 | Unit 15 | Unit 16 | Unit 17 |
| <b>Common Core Standards</b>                            |       |        |        |        |        |        |        |        |        |        |         |         |         |         |         |         |         |         |
| RST.11.1.   |       | x      | x      | x      | x      | x      | x      | x      | x      | x      | x       | x       | x       | x       | x       | x       | x       | x       |
| RST.11.2.   |       |        | x      | x      | x      | x      |        |        |        |        |         | x       |         | x       | x       | x       |         | x       |
| RST.11.3.   |       |        | x      | x      | x      | x      | x      |        |        |        |         | x       |         | x       | x       | x       |         | x       |
| RST.11.4.   |       |        | x      | x      | x      | x      | x      | x      | x      | x      | x       | x       | x       | x       | x       | x       |         | x       |
| RST.11.5.   |       |        |        | x      | x      | x      | x      |        |        |        |         | x       |         | x       | x       | x       |         | x       |
| RST.11.6.   |       |        |        | x      | x      | x      | x      |        |        |        |         | x       |         | x       | x       |         |         | x       |
| RST.11.7.   |       |        |        | x      | x      | x      | x      | x      | x      | x      | x       | x       | x       | x       | x       | x       |         | x       |
| RST.11.8.   |       |        |        | x      | x      | x      | x      | x      | x      | x      | x       | x       | x       | x       | x       | x       |         | x       |
| RST.11.9.   |       | x      | x      | x      | x      | x      | x      | x      | x      | x      | x       | x       | x       | x       | x       | x       | x       | x       |
| RST.11.10.  |       |        |        |        |        |        |        |        |        |        |         |         |         |         |         |         |         |         |
| WHST.11.1.  |       |        |        |        |        |        |        | x      | x      | x      | x       | x       | x       | x       | x       | x       |         |         |
| WHST.11.2.  |       |        |        | x      | x      |        | x      | x      | x      | x      | x       | x       | x       | x       | x       | x       |         |         |
| WHST.11.3.  |       |        |        |        |        |        |        |        |        |        |         |         |         |         |         |         |         |         |
| WHST.11.4.  |       |        |        | x      | x      |        | x      | x      | x      | x      | x       | x       | x       | x       | x       | x       | x       |         |
| WHST.11.5.  |       |        |        | x      | x      |        | x      | x      | x      | x      | x       | x       | x       | x       | x       | x       | x       |         |
| WHST.11.6.  |       |        |        | x      | x      |        | x      | x      | x      | x      | x       | x       | x       | x       | x       | x       | x       |         |
| WHST.11.7.  |       |        |        |        |        |        |        |        |        |        |         |         |         |         |         |         |         |         |
| WHST.11.8.  |       |        |        |        |        |        |        |        |        |        |         |         |         |         |         |         |         | x       |
| WHST.11.9.  |       |        |        | x      | x      |        | x      | x      | x      | x      | x       | x       | x       | x       | x       | x       | x       |         |
| WHST.11.10.   |       |        |        |        |        |        |        |        |        |        |         |         |         |         |         |         |         |         |

### Reading Standards for Literature (11-12)

#### College and Career Readiness Anchor Standards for *Reading Literature*

##### Key Ideas and Details

RL.11.1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

RL.11.2. Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.

RL.11.3. Analyze the impact of the author’s choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).

##### Craft and Structure

RL.11.4. Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word

choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.)

RL.11.5. Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.

RL.11.6. Analyze a case in which grasping point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).

### Integration of Knowledge and Ideas

RL.11.7. Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (Include at least one play by Shakespeare and one play by an American dramatist.)

RL.11.8. (Not applicable to literature)

RL.11.9. Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics.

### Range of Reading and Level of Text Complexity

RL.11.10. By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range.

By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 11–CCR text complexity band independently and proficiently.

## **Reading Standards for Informational Text (11-12)**

### **College and Career Readiness Anchor Standards for *Informational Text***

#### Key Ideas and Details

RI.11.1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

RI.11.2. Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.

RI.11.3. Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.

#### Craft and Structure

RI.11.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10).

RI.11.5. Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.

RI.11.6. Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness, or beauty of the text.

#### Integration of Knowledge and Ideas

RI.11.7. Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.

RI.11.8. Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning (e.g., in U.S. Supreme Court majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (e.g., The Federalist, presidential addresses).

RI.11.9. Analyze seventeenth-, eighteenth-, and nineteenth-century foundational U.S. documents of historical and literary significance (including The Declaration of Independence, the Preamble to the Constitution, the Bill of Rights, and Lincoln's Second Inaugural Address) for their themes, purposes, and rhetorical features.

#### Range of Reading and Level of Text Complexity

RI.11.10. By the end of grade 11, read and comprehend literary nonfiction in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range.

By the end of grade 12, read and comprehend literary nonfiction at the high end of the grades 11–CCR text complexity band independently and proficiently.

## College and Career Readiness Anchor Standards for *Writing*

### Text Types and Purposes

W.11.1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

- a. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.
- b. Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.
- c. Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
- d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
- e. Provide a concluding statement or section that follows from and supports the argument presented.

W.11.2. Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

- a. Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
- b. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
- c. Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.

- d. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
- e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
- f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

W.11.3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

- a. Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.
- b. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters
- c. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution).
- d. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
- e. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

### Production and Distribution of Writing

W.11.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

W.11.5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11–12 on page 54.)

W.11.6. Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.



## Research to Build and Present Knowledge

W.11.7. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

W.11.8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.

W.11.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

a. Apply grades 11–12 Reading standards to literature (e.g., “Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics”).

b. Apply grades 11–12 Reading standards to literary nonfiction (e.g., “Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning [e.g., in U.S. Supreme Court Case majority opinions and dissents] and the premises, purposes, and arguments in works of public advocacy [e.g., The Federalist, presidential addresses]”).

## Range of Writing

W.11.10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

## **College and Career Readiness Anchor Standards for *Speaking and Listening***

### Comprehension and Collaboration

SL.11.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.

a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.

b. Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.

c. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.

d. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.

SL.11.2. Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.

SL.11.3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.

### Presentation of Knowledge and Ideas

SL.11.4. Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.

SL.11.5. Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

SL.11.6. Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. (See grades 11–12 Language standards 1 and 3 on page 54 for specific expectations.)

## **College and Career Readiness Anchor Standards for *Language***

### Conventions of Standard English

L.11.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

a. Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.

- b. Resolve issues of complex or contested usage, consulting references (e.g., Merriam-Webster’s Dictionary of English Usage, Garner’s Modern American Usage) as needed.

L.11.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

- a. Observe hyphenation conventions.
- b. Spell correctly.

### Knowledge of Language

L.11.3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

- a. Vary syntax for effect, consulting references (e.g., Tufte’s Artful Sentences) for guidance as needed; apply an understanding of syntax to the study of complex texts when reading.

### Vocabulary Acquisition and Use

L.11.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, choosing flexibly from a range of strategies.

- a. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.
- b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., conceive, conception, conceivable).
- c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage.
- d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

L.11.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

- a. Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.
- b. Analyze nuances in the meaning of words with similar denotations.

L.11.6. Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

## **Reading Standards for Literacy in History/Social Studies (11-12)**

### Key Ideas and Details

RH.11.1 Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.

RH.11.2. Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas

RH.11.3. Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain

### Craft and Structure

RH.11.4. Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g., how Madison defines faction in Federalist No. 10).

RH.11.5. Analyze in detail how a complex primary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole.

RH.11.6. Evaluate authors' differing points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.

### Integration of Knowledge and Ideas

RH.11.7. Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.

RH.11.8. Evaluate an author's premises, claims, and evidence by corroborating or challenging them with other information.

RH.11.9. Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.

#### Range of Reading and Level of Text Complexity

RH.11.10. By the end of grade 12, read and comprehend history/social studies texts in the grades 11–CCR text complexity band independently and proficiently.

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

#### Key Ideas and Details

RST.11.1. Cite specific textual evidence to support analysis of science and technical texts, attending to important distinctions the author makes and to any gaps or inconsistencies in the account.

RST.11.2. Determine the central ideas or conclusions of a text; summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms.

RST.11.3. Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks; analyze the specific results based on explanations in the text.

#### Craft and Structure

RST.11.4. Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 11–12 texts and topics.

RST.11.5. Analyze how the text structures information or ideas into categories or hierarchies, demonstrating understanding of the information or ideas.

RST.11.6. Analyze the author’s purpose in providing an explanation, describing a procedure, or discussing an experiment in a text, identifying important issues that remain unresolved.

#### Integration of Knowledge and Ideas

RST.11.7. Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem.

RST.11.8. Evaluate the hypotheses, data, analysis, and conclusions in a science or technical text, verifying the data when possible and corroborating or challenging conclusions with other sources of information.

RST.11.9. Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.

### Range of Reading and Level of Text Complexity

RST.11.10. By the end of grade 12, read and comprehend science/technical texts in the grades 11–CCR text complexity band independently and proficiently.

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

### Text Types and Purposes

WHST.11.1. Write arguments focused on discipline-specific content.

- a. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences the claim(s), counterclaims, reasons, and evidence.
- b. Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form that anticipates the audience’s knowledge level, concerns, values, and possible biases.
- c. Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
- d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
- e. Provide a concluding statement or section that follows from or supports the argument presented.

WHST.11.2. Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.

- a. Introduce a topic and organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole;

include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.

b. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.

c. Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.

d. Use precise language, domain-specific vocabulary and techniques such as metaphor, simile, and analogy to manage the complexity of the topic; convey a knowledgeable stance in a style that responds to the discipline and context as well as to the expertise of likely readers.

e. Provide a concluding statement or section that follows from and supports the information or explanation provided (e.g., articulating implications or the significance of the topic).

WHST.11.3. (Not applicable as a separate requirement)

#### Production and Distribution of Writing

WHST.11.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

WHST.11.5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

WHST.11.6. Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

#### Research to Build and Present Knowledge

WHST.11.7. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

WHST.11.8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each

source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.

WHST.11.9. Draw evidence from informational texts to support analysis, reflection, and research.

### Range of Writing

WHST.11.10. Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.



| Common Core Crosswalk for Mathematics (11-12) |       |        |        |        |        |        |        |        |        |        |         |         |         |         |         |         |         |         |
|---|-------|--------|--------|--------|--------|--------|--------|--------|--------|--------|---------|---------|---------|---------|---------|---------|---------|---------|
|   | Units | Unit 1 | Unit 2 | Unit 3 | Unit 4 | Unit 5 | Unit 6 | Unit 7 | Unit 8 | Unit 9 | Unit 10 | Unit 11 | Unit 12 | Unit 13 | Unit 14 | Unit 15 | Unit 16 | Unit 17 |
| <b>Common Core Standards</b>                  |       |        |        |        |        |        |        |        |        |        |         |         |         |         |         |         |         |         |
| N-Q.1.  |       |        | x      |        | x      | x      | x      | x      |        | x      | x       | x       |         | x       |         | x       | x       | x       |
| N-Q.2.  |       |        | x      |        | x      | x      | x      | x      |        | x      | x       | x       |         | x       |         | x       | x       | x       |

## Mathematics (High School)

### Number and Quantity

#### The Real Number System

N-RN.1. Explain how the definition of the meaning of rational exponents follows from extending the properties of integer exponents to those values, allowing for a notation for radicals in terms of rational exponents.

N-RN.2. Rewrite expressions involving radicals and rational exponents using the properties of exponents.

N-RN.3. Explain why the sum or product of two rational numbers is rational; that the sum of a rational number and an irrational number is irrational; and that the product of a nonzero rational number and an irrational number is irrational.

#### Quantities

N-Q.1. Use units as a way to understand problems and to guide the solution of multi-step problems; choose and interpret units consistently in formulas; choose and interpret the scale and the origin in graphs and data displays.

N-Q.2. Define appropriate quantities for the purpose of descriptive modeling.

N-Q.3. Choose a level of accuracy appropriate to limitations on measurement when reporting quantities.

#### The Complex Number System

N-CN.1. Know there is a complex number  $i$  such that  $i^2 = -1$ , and every complex number has the form  $a + bi$  with  $a$  and  $b$  real.

N-CN.2. Use the relation  $i^2 = -1$  and the commutative, associative, and distributive properties to add, subtract, and multiply complex numbers.

N-CN.3. (+) Find the conjugate of a complex number; use conjugates to find moduli and quotients of complex numbers.

N-CN.4. (+) Represent complex numbers on the complex plane in rectangular and polar form (including real and imaginary numbers), and explain why the rectangular and polar forms of a given complex number represent the same number.

N-CN.5. (+) Represent addition, subtraction, multiplication, and conjugation of complex numbers geometrically on the complex plane; use properties of this representation for computation. For example,  $(-1 + \sqrt{3}i)^3 = 8$  because  $(-1 + \sqrt{3}i)$  has modulus 2 and argument  $120^\circ$ .

N-CN.6. (+) Calculate the distance between numbers in the complex plane as the modulus of the difference, and the midpoint of a segment as the average of the numbers at its endpoints.

N-CN.7. Solve quadratic equations with real coefficients that have complex solutions.

N-CN.8. (+) Extend polynomial identities to the complex numbers. For example, rewrite  $x^2 + 4$  as  $(x + 2i)(x - 2i)$ .

N-CN.9. (+) Know the Fundamental Theorem of Algebra; show that it is true for quadratic polynomials.

### Vector and Matrix Quantities

N-VM.1. (+) Recognize vector quantities as having both magnitude and direction. Represent vector quantities by directed line segments, and use appropriate symbols for vectors and their magnitudes (e.g.,  $v$ ,  $|v|$ ,  $\|v\|$ ,  $v$ ).

N-VM.2. (+) Find the components of a vector by subtracting the coordinates of an initial point from the coordinates of a terminal point.

N-VM.3. (+) Solve problems involving velocity and other quantities that can be represented by vectors.

N-VM.4. (+) Add and subtract vectors

N-VM.4.a. Add vectors end-to-end, component-wise, and by the parallelogram rule. Understand that the magnitude of a sum of two vectors is typically not the sum of the magnitudes.

N-VM.4.b. Given two vectors in magnitude and direction form, determine the magnitude and direction of their sum.

N-VM.4.c. Understand vector subtraction  $v - w$  as  $v + (-w)$ , where  $-w$  is the additive inverse of  $w$ , with the same magnitude as  $w$  and pointing in the opposite direction. Represent vector subtraction graphically by connecting the tips in the appropriate order, and perform vector subtraction component-wise.

N-VM.5. (+) Multiply a vector by a scalar.

N-VM.5.a. Represent scalar multiplication graphically by scaling vectors and possibly reversing their direction; perform scalar multiplication component-wise, e.g., as  $c(v_x, v_y) = (cv_x, cv_y)$ .

N-VM.5.b. Compute the magnitude of a scalar multiple  $cv$  using  $\|cv\| = |c|v$ . Compute the direction of  $cv$  knowing that when  $|c|v \neq 0$ , the direction of  $cv$  is either along  $v$  (for  $c > 0$ ) or against  $v$  (for  $c < 0$ ).

N-VM.6. (+) Use matrices to represent and manipulate data, e.g., to represent payoffs or incidence relationships in a network.

N-VM.7. (+) Multiply matrices by scalars to produce new matrices, e.g., as when all of the payoffs in a game are doubled.

N-VM.8. (+) Add, subtract, and multiply matrices of appropriate dimensions.

N-VM.9. (+) Understand that, unlike multiplication of numbers, matrix multiplication for square matrices is not a commutative operation, but still satisfies the associative and distributive properties

N-VM.10. (+) Understand that the zero and identity matrices play a role in matrix addition and multiplication similar to the role of 0 and 1 in the real numbers. The determinant of a square matrix is nonzero if and only if the matrix has a multiplicative inverse.

N-VM.11. (+) Multiply a vector (regarded as a matrix with one column) by a matrix of suitable dimensions to produce another vector. Work with matrices as transformations of vectors.

N-VM.12. (+) Work with  $2 \times 2$  matrices as transformations of the plane, and interpret the absolute value of the determinant in terms of area.

## Algebra

### Seeing structure in expressions

A-SSE.1. Interpret expressions that represent a quantity in terms of its context.

A-SSE.1.a. Interpret parts of an expression, such as terms, factors, and coefficients.

A-SSE.1.b. Interpret complicated expressions by viewing one or more of their parts as a single entity. For example, interpret  $P(1+r)^n$  as the product of  $P$  and a factor not depending on  $P$ .

A-SSE.2. Choose and produce an equivalent form of an expression to reveal and explain properties of the quantity represented by the expression.

A-SSE.3. Choose and produce an equivalent form of an expression to reveal and explain properties of the quantity represented by the expression.

A-SSE.3.a. Factor a quadratic expression to reveal the zeros of the function it defines.

A-SSE.3.b. Complete the square in a quadratic expression to reveal the maximum or minimum value of the function it defines.

A-SSE.3.c. Use the properties of exponents to transform expressions for exponential functions.

A-SSE.4. Derive the formula for the sum of a finite geometric series (when the common ratio is not 1), and use the formula to solve problems. For example, calculate mortgage payments.

### Arithmetic with Polynomials and Rational Expressions

A-APR.1. Understand that polynomials form a system analogous to the integers, namely, they are closed under the operations of addition, subtraction, and multiplication; add, subtract, and multiply polynomials

A-APR.2. Know and apply the Remainder Theorem: For a polynomial  $p(x)$  and a number  $a$ , the remainder on division by  $x - a$  is  $p(a)$ , so  $p(a) = 0$  if and only if  $(x - a)$  is a factor of  $p(x)$ .

A-APR.3. Identify zeros of polynomials when suitable factorizations are available, and use the zeros to construct a rough graph of the function defined by the polynomial.

A-APR.4. Prove polynomial identities and use them to describe numerical relationships.

A-APR.5. (+) Know and apply the Binomial Theorem for the expansion of  $(x + y)^n$  in powers of  $x$  and  $y$  for a positive integer  $n$ , where  $x$  and  $y$  are any numbers, with coefficients determined for example by Pascal's Triangle.

A-APR.6. Rewrite simple rational expressions in different forms; write  $a(x)/b(x)$  in the form  $q(x) + r(x)/b(x)$ , where  $a(x)$ ,  $b(x)$ ,  $q(x)$ , and  $r(x)$  are polynomials with the degree of  $r(x)$  less than the degree of  $b(x)$ , using inspection, long division, or, for the more complicated examples, a computer algebra system.

A-APR.7. (+) Understand that rational expressions form a system analogous to the rational numbers, closed under addition, subtraction, multiplication, and division by a nonzero rational expression; add, subtract, multiply, and divide rational expressions.

### Creating Equations

A-CED.1. Create equations and inequalities in one variable and use them to solve problems. Include equations arising from linear and quadratic functions, and simple rational and exponential functions.

A-CED.2. Create equations in two or more variables to represent relationships between quantities; graph equations on coordinate axes with labels and scales.

A-CED.3. Represent constraints by equations or inequalities, and by systems of equations and/or inequalities, and interpret solutions as viable or nonviable options in a modeling context. For example, represent inequalities describing nutritional and cost constraints on combinations of different foods.

A-CED.4. Rearrange formulas to highlight a quantity of interest, using the same reasoning as in solving equations. For example, rearrange Ohm's law  $V = IR$  to highlight resistance  $R$ .

### Reasoning with Equations and Inequalities

A-REI.1. Explain each step in solving a simple equation as following from the equality of numbers asserted at the previous step, starting from the assumption that the original equation has a solution. Construct a viable argument to justify a solution method.

A-REI.2. Solve simple rational and radical equations in one variable, and give examples showing how extraneous solutions may arise.

A-REI.3. Solve linear equations and inequalities in one variable, including equations with coefficients represented by letters.

A-REI.4. Solve quadratic equations in one variable.

A-REI.4.a. Use the method of completing the square to transform any quadratic equation in  $x$  into an equation of the form  $(x - p)^2 = q$  that has the same solutions. Derive the quadratic formula from this form.

A-REI.4.b. Solve quadratic equations by inspection (e.g., for  $x^2 = 49$ ), taking square roots, completing the square, the quadratic formula and factoring, as appropriate to the initial form of the equation. Recognize when the quadratic formula gives complex solutions and write them as  $a \pm bi$  for real numbers  $a$  and  $b$ .

A-REI.5. Prove that, given a system of two equations in two variables, replacing one equation by the sum of that equation and a multiple of the other produces a system with the same solutions.

A-REI.6. Solve systems of linear equations exactly and approximately (e.g., with graphs), focusing on pairs of linear equations in two variables.

A-REI.7. Solve a simple system consisting of a linear equation and a quadratic equation in two variables algebraically and graphically. For example, find the points of intersection between the line  $y = -3x$  and the circle  $x^2 + y^2 = 3$ .

A-REI.8. (+) Represent a system of linear equations as a single matrix equation in a vector variable.

A-REI.9. (+) Find the inverse of a matrix if it exists and use it to solve systems of linear equations (using technology for matrices of dimension  $3 \times 3$  or greater).

A-REI.10. Understand that the graph of an equation in two variables is the set of all its solutions plotted in the coordinate plane, often forming a curve (which could be a line).

A-REI.11. Explain why the  $x$ -coordinates of the points where the graphs of the equations  $y = f(x)$  and  $y = g(x)$  intersect are the solutions of the equation  $f(x) = g(x)$ ; find the solutions approximately, e.g., using technology to graph the functions, make tables of values, or find successive approximations. Include cases where  $f(x)$  and/or  $g(x)$  are linear, polynomial, rational, absolute value, exponential, and logarithmic functions.

A-REI.12. Graph the solutions to a linear inequality in two variables as a half plane (excluding the boundary in the case of a strict inequality), and graph the solution set to a system of linear inequalities in two variables as the intersection of the corresponding half-planes.

## Functions

### Interpreting Functions

F-IF.1. Understand that a function from one set (called the domain) to another set (called the range) assigns to each element of the domain exactly one element of the range. If  $f$  is a function and  $x$  is an element of its domain, then  $f(x)$  denotes the output of  $f$  corresponding to the input  $x$ . The graph of  $f$  is the graph of the equation  $y = f(x)$ .

F-IF.2. Use function notation, evaluate functions for inputs in their domains, and interpret statements that use function notation in terms of a context.

F-IF.3. Recognize that sequences are functions, sometimes defined recursively, whose domain is a subset of the integers. For example, the Fibonacci sequence is defined recursively by  $f(0) = f(1) = 1$ ,  $f(n+1) = f(n) + f(n-1)$  for  $n \geq 1$ .

F-IF.4. For a function that models a relationship between two quantities, interpret key features of graphs and tables in terms of the quantities, and sketch graphs showing key features given a verbal description of the relationship. Key features include: intercepts; intervals where the function is increasing, decreasing, positive, or negative; relative maximums and minimums; symmetries; end behavior; and periodicity.

F-IF.5. Relate the domain of a function to its graph and, where applicable, to the quantitative relationship it describes. For example, if the function  $h(n)$  gives the number of person-hours it takes to assemble  $n$  engines in a factory, then the positive integers would be an appropriate domain for the function.

F-IF.6. Calculate and interpret the average rate of change of a function (presented symbolically or as a table) over a specified interval. Estimate the rate of change from a graph.

F-IF.7. Graph functions expressed symbolically and show key features of the graph, by hand in simple cases and using technology for more complicated cases.

F-IF.7.a. Graph linear and quadratic functions and show intercepts, maxima, and minima.

F-IF.7.b. Graph square root, cube root, and piecewise-defined functions, including step functions and absolute value functions.

F-IF.7.c. Graph polynomial functions, identifying zeros when suitable factorizations are available, and showing end behavior.

F-IF.7.d. (+) Graph rational functions, identifying zeros and asymptotes when suitable factorizations are available, and showing end behavior.

F-IF.7.e. Graph exponential and logarithmic functions, showing intercepts and end behavior, and trigonometric functions, showing period, midline, and amplitude.

F-IF.8. Write a function defined by an expression in different but equivalent forms to reveal and explain different properties of the function.

F-IF.8.a. Use the process of factoring and completing the square in a quadratic function to show zeros, extreme values, and symmetry of the graph, and interpret these in terms of a context.

F-IF.8.b. Use the properties of exponents to interpret expressions for exponential functions.

F-IF.9. Compare properties of two functions each represented in a different way (algebraically, graphically, numerically in tables, or by verbal descriptions). For example, given a graph of one quadratic function and an algebraic expression for another, say which has the larger maximum.

### Building Functions

F-BF.1. Write a function that describes a relationship between two quantities.

F-BF.1.a. Determine an explicit expression, a recursive process, or steps for calculation from a context.

F-BF.1.b. Combine standard function types using arithmetic operations. For example, build a function that models the temperature of a cooling body by adding a constant function to a decaying exponential, and relate these functions to the model.

F-BF.1.c. (+) Compose functions. For example, if  $T(y)$  is the temperature in the atmosphere as a function of height, and  $h(t)$  is the height of a weather balloon as a function of time, then  $T(h(t))$  is the temperature at the location of the weather balloon as a function of time.

F-BF.2. Write arithmetic and geometric sequences both recursively and with an explicit formula, use them to model situations, and translate between the two forms.

F-BF.3. Identify the effect on the graph of replacing  $f(x)$  by  $f(x) + k$ ,  $k f(x)$ ,  $f(kx)$ , and  $f(x + k)$  for specific values of  $k$  (both positive and negative); find the value of  $k$  given the graphs. Experiment with cases and illustrate an explanation of the effects on the graph using technology. Include recognizing even and odd functions from their graphs and algebraic expressions for them.

F-BF.4. Find inverse functions.

F-BF.4.a. Solve an equation of the form  $f(x) = c$  for a simple function  $f$  that has an inverse and write an expression for the inverse.

F-BF.4.b. (+) Verify by composition that one function is the inverse of another.

F-BF.4.c. (+) Read values of an inverse function from a graph or a table, given that the function has an inverse.

F-BF.4.d. (+) Produce an invertible function from a non-invertible function by restricting the domain.



F-BF.5. (+) Understand the inverse relationship between exponents and logarithms and use this relationship to solve problems involving logarithms and exponents.

### Linear, Quadratic, and Exponential Models

F-LE.1. Distinguish between situations that can be modeled with linear functions and with exponential functions.

F-LE.1.a. Prove that linear functions grow by equal differences over equal intervals, and that exponential functions grow by equal factors over equal intervals.

F-LE.1.b. Recognize situations in which one quantity changes at a constant rate per unit interval relative to another.

F-LE.1.c. Recognize situations in which a quantity grows or decays by a constant percent rate per unit interval relative to another

F-LE.2. Construct linear and exponential functions, including arithmetic and geometric sequences, given a graph, a description of a relationship, or two input-output pairs (include reading these from a table).

F-LE.3. Observe using graphs and tables that a quantity increasing exponentially eventually exceeds a quantity increasing linearly, quadratically, or (more generally) as a polynomial function.

F-LE.4. For exponential models, express as a logarithm the solution to  $ab^ct = d$  where  $a$ ,  $c$ , and  $d$  are numbers and the base  $b$  is 2, 10, or  $e$ ; evaluate the logarithm using technology.

F-LE.5. Interpret the parameters in a linear or exponential function in terms of a context.

### Trigonometric Functions

F-TF.1. Understand radian measure of an angle as the length of the arc on the unit circle subtended by the angle.

F-TF.2. Explain how the unit circle in the coordinate plane enables the extension of trigonometric functions to all real numbers, interpreted as radian measures of angles traversed counterclockwise around the unit circle.

F-TF.3. (+) Use special triangles to determine geometrically the values of sine, cosine, tangent for  $\pi/3$ ,  $\pi/4$  and  $\pi/6$ , and use the unit circle to express the values of sine, cosine, and tangent for  $\pi-x$ ,  $\pi+x$ , and  $2\pi-x$  in terms of their values for  $x$ , where  $x$  is any real number.

F-TF.4. (+) Use the unit circle to explain symmetry (odd and even) and periodicity of trigonometric functions.

F-TF.5. Choose trigonometric functions to model periodic phenomena with specified amplitude, frequency, and midline.

F-TF.6. (+) Understand that restricting a trigonometric function to a domain on which it is always increasing or always decreasing allows its inverse to be constructed.

F-TF.7. (+) Use inverse functions to solve trigonometric equations that arise in modeling contexts; evaluate the solutions using technology, and interpret them in terms of the context.

F-TF.8. Prove the Pythagorean identity  $\sin^2(\theta) + \cos^2(\theta) = 1$  and use it to find  $\sin(\theta)$ ,  $\cos(\theta)$ , or  $\tan(\theta)$  given  $\sin(\theta)$ ,  $\cos(\theta)$ , or  $\tan(\theta)$  and the quadrant of the angle.

F-TF.9. (+) Prove the addition and subtraction formulas for sine, cosine, and tangent and use them to solve problems.

## **Geometry**

### Congruence

G-CO.1. Know precise definitions of angle, circle, perpendicular line, parallel line, and line segment, based on the undefined notions of point, line, distance along a line, and distance around a circular arc.

G-CO.2. Represent transformations in the plane using, e.g., transparencies and geometry software; describe transformations as functions that take points in the plane as inputs and give other points as outputs. Compare transformations that preserve distance and angle to those that do not (e.g., translation versus horizontal stretch).

G-CO.3. Given a rectangle, parallelogram, trapezoid, or regular polygon, describe the rotations and reflections that carry it onto itself.

G-CO.4. Develop definitions of rotations, reflections, and translations in terms of angles, circles, perpendicular lines, parallel lines, and line segments.

G-CO.5. Given a geometric figure and a rotation, reflection, or translation, draw the transformed figure using, e.g., graph paper, tracing paper, or geometry software. Specify a sequence of transformations that will carry a given figure onto another.

G-CO.6. Use geometric descriptions of rigid motions to transform figures and to predict the effect of a given rigid motion on a given figure; given two figures, use the definition of congruence in terms of rigid motions to decide if they are congruent.

G-CO.7. Use the definition of congruence in terms of rigid motions to show that two triangles are congruent if and only if corresponding pairs of sides and corresponding pairs of angles are congruent.

G-CO.8. Explain how the criteria for triangle congruence (ASA, SAS, and SSS) follow from the definition of congruence in terms of rigid motions.

G-CO.9. Prove theorems about lines and angles. Theorems include: vertical angles are congruent; when a transversal crosses parallel lines, alternate interior angles are congruent and corresponding angles are congruent; points on a perpendicular bisector of a line segment are exactly those equidistant from the segment's endpoints.

G-CO.10. Prove theorems about triangles. Theorems include: measures of interior angles of a triangle sum to  $180^\circ$ ; base angles of isosceles triangles are congruent; the segment joining midpoints of two sides of a triangle is parallel to the third side and half the length; the medians of a triangle meet at a point.

G-CO.11. Prove theorems about parallelograms. Theorems include: opposite sides are congruent, opposite angles are congruent, the diagonals of a parallelogram bisect each other, and conversely, rectangles are parallelograms with congruent diagonals.

G-CO.12. Make formal geometric constructions with a variety of tools and methods (compass and straightedge, string, reflective devices, paper folding, dynamic geometric software, etc.). Copying a segment; copying an angle; bisecting a segment; bisecting an angle; constructing perpendicular lines, including the perpendicular bisector of a line segment; and constructing a line parallel to a given line through a point not on the line.

G-CO.13. Construct an equilateral triangle, a square, and a regular hexagon inscribed in a circle.

### Similarity, Right Triangles, and Trigonometry

G-SRT.1. Verify experimentally the properties of dilations given by a center and a scale factor:

G-SRT.1.a. A dilation takes a line not passing through the center of the dilation to a parallel line, and leaves a line passing through the center unchanged.

G-SRT.1.b. The dilation of a line segment is longer or shorter in the ratio given by the scale factor.

G-SRT.2. Given two figures, use the definition of similarity in terms of similarity transformations to decide if they are similar; explain using similarity transformations the meaning of similarity for triangles as the equality of all corresponding pairs of angles and the proportionality of all corresponding pairs of sides.

G-SRT.3. Use the properties of similarity transformations to establish the AA criterion for two triangles to be similar.

G-SRT.4. Prove theorems about triangles. Theorems include: a line parallel to one side of a triangle divides the other two proportionally, and conversely; the Pythagorean Theorem proved using triangle similarity.

G-SRT.5. Use congruence and similarity criteria for triangles to solve problems and to prove relationships in geometric figures.

G-SRT.6. Understand that by similarity, side ratios in right triangles are properties of the angles in the triangle, leading to definitions of trigonometric ratios for acute angles.

G-SRT.7. Explain and use the relationship between the sine and cosine of complementary angles.

G-SRT.8. Use trigonometric ratios and the Pythagorean Theorem to solve right triangles in applied problems.

G-SRT.9. (+) Derive the formula  $A = \frac{1}{2} ab \sin(C)$  for the area of a triangle by drawing an auxiliary line from a vertex perpendicular to the opposite side.

G-SRT.10. (+) Prove the Laws of Sines and Cosines and use them to solve problems.

G-SRT.11. (+) Understand and apply the Law of Sines and the Law of Cosines to find unknown measurements in right and non-right triangles (e.g., surveying problems, resultant forces).

## Circles

G-C.1. Prove that all circles are similar.

G-C.2. Identify and describe relationships among inscribed angles, radii, and chords. Include the relationship between central, inscribed, and circumscribed angles; inscribed angles on a diameter are right angles; the radius of a circle is perpendicular to the tangent where the radius intersects the circle.

G-C.3. Construct the inscribed and circumscribed circles of a triangle, and prove properties of angles for a quadrilateral inscribed in a circle.

G-C.4. (+) Construct a tangent line from a point outside a given circle to the circle.

G-C.5. Derive using similarity the fact that the length of the arc intercepted by an angle is proportional to the radius, and define the radian measure of the angle as the constant of proportionality; derive the formula for the area of a sector.

## Expressing Geometric Properties with Equations

G-GPE.1. Derive the equation of a circle of given center and radius using the Pythagorean Theorem; complete the square to find the center and radius of a circle given by an equation.

G-GPE.2. Derive the equation of a parabola given a focus and directrix.

G-GPE.3. (+) Derive the equations of ellipses and hyperbolas given the foci, using the fact that the sum or difference of distances from the foci is constant.

G-GPE.4. Use coordinates to prove simple geometric theorems algebraically. For example, prove or disprove that a figure defined by four given points in the coordinate plane is a rectangle; prove or disprove that the point  $(1, \sqrt{3})$  lies on the circle centered at the origin and containing the point  $(0, 2)$ .

G-GPE.5. Prove the slope criteria for parallel and perpendicular lines and use them to solve geometric problems (e.g., find the equation of a line parallel or perpendicular to a given line that passes through a given point).

G-GPE.6. Find the point on a directed line segment between two given points that partitions the segment in a given ratio.

G-GPE.7. Use coordinates to compute perimeters of polygons and areas of triangles and rectangles, e.g., using the distance formula.

## Geometric Measurement and Dimension

G-GMD.1. Give an informal argument for the formulas for the circumference of a circle, area of a circle, volume of a cylinder, pyramid, and cone. Use dissection arguments, Cavalieri's principle, and informal limit arguments.

G-GMD.2. (+) Give an informal argument using Cavalieri's principle for the formulas for the volume of a sphere and other solid figures.

G-GMD.3. Use volume formulas for cylinders, pyramids, cones, and spheres to solve problems.

G-GMD.4. Identify the shapes of two-dimensional cross-sections of three dimensional objects, and identify three-dimensional objects generated by rotations of two-dimensional objects.

## Modeling with Geometry

G-MG.1. Use geometric shapes, their measures, and their properties to describe objects (e.g., modeling a tree trunk or a human torso as a cylinder).

G-MG.2. Apply concepts of density based on area and volume in modeling situations (e.g., persons per square mile, BTUs per cubic foot).

G-MG.3. Apply geometric methods to solve design problems (e.g., designing an object or structure to satisfy physical constraints or minimize cost; working with typographic grid systems based on ratios).

## **Statistics and Probability**

### Interpreting Categorical and Quantitative Data

S-ID.1. Represent data with plots on the real number line (dot plots, histograms, and box plots).

S-ID.2. Use statistics appropriate to the shape of the data distribution to compare center (median, mean) and spread (interquartile range, standard deviation) of two or more different data sets.

S-ID.3. Interpret differences in shape, center, and spread in the context of the data sets, accounting for possible effects of extreme data points (outliers).

S-ID.4. Use the mean and standard deviation of a data set to fit it to a normal distribution and to estimate population percentages. Recognize that there are data sets for which such a procedure is not appropriate.

Use calculators, spreadsheets, and tables to estimate areas under the normal curve.

S-ID.5. Summarize categorical data for two categories in two-way frequency tables. Interpret relative frequencies in the context of the data (including joint, marginal, and conditional relative frequencies). Recognize possible associations and trends in the data.

S-ID.6. Represent data on two quantitative variables on a scatter plot, and describe how the variables are related.

S-ID.6.a. Fit a function to the data; use functions fitted to data to solve problems in the context of the data. Use given functions or choose a function suggested by the context. Emphasize linear, quadratic, and exponential models.

S-ID.6.b. Informally assess the fit of a function by plotting and analyzing residuals.

S-ID.6.c. Fit a linear function for a scatter plot that suggests a linear association.

S-ID.7. Interpret the slope (rate of change) and the intercept (constant term) of a linear model in the context of the data.

S-ID.8. Compute (using technology) and interpret the correlation coefficient of a linear fit.

S-ID.9. Distinguish between correlation and causation.

### Making Inferences and Justifying Conclusions

S-IC.1. Understand statistics as a process for making inferences about population parameters based on a random sample from that population.

S-IC.2. Decide if a specified model is consistent with results from a given data-generating process, e.g., using simulation. For example, a model says a spinning coin falls heads up with probability 0.5. Would a result of 5 tails in a row cause you to question the model?

S-IC.3. Recognize the purposes of and differences among sample surveys, experiments, and observational studies; explain how randomization relates to each.

S-IC.4. Use data from a sample survey to estimate a population mean or proportion; develop a margin of error through the use of simulation models for random sampling.

S-IC.5. Use data from a randomized experiment to compare two treatments; use simulations to decide if differences between parameters are significant.

S-IC.6. Evaluate reports based on data.

### Conditional Probability and the Rules of Probability

S-CP.1. Describe events as subsets of a sample space (the set of outcomes) using characteristics (or categories) of the outcomes, or as unions, intersections, or complements of other events (“or,” “and,” “not”).

S-CP.2. Understand that two events A and B are independent if the probability of A and B occurring together is the product of their probabilities, and use this characterization to determine if they are independent.

S-CP.3. Understand the conditional probability of A given B as  $P(A \text{ and } B)/P(B)$ , and interpret independence of A and B as saying that the conditional probability of A given B is the same as the probability of A, and the conditional probability of B given A is the same as the probability of B.

S-CP.4. Construct and interpret two-way frequency tables of data when two categories are associated with each object being classified. Use the two-way table as a sample space to decide if events are independent and to approximate conditional probabilities. For example, collect data from a random sample of students in your school on their favorite subject among math, science, and English. Estimate the probability that a randomly selected student from your school will favor science given that the student is in tenth grade. Do the same for other subjects and compare the results.

S-CP.5. Recognize and explain the concepts of conditional probability and independence in everyday language and everyday situations. For example, compare the chance of having lung cancer if you are a smoker with the chance of being a smoker if you have lung cancer.

S-CP.6. Find the conditional probability of A given B as the fraction of B's outcomes that also belong to A, and interpret the answer in terms of the model.

S-CP.7. Apply the Addition Rule,  $P(A \text{ or } B) = P(A) + P(B) - P(A \text{ and } B)$ , and interpret the answer in terms of the model.

S-CP.8. (+) Apply the general Multiplication Rule in a uniform probability model,  $P(A \text{ and } B) = P(A)P(B|A) = P(B)P(A|B)$ , and interpret the answer in terms of the model.

S-CP.9. (+) Use permutations and combinations to compute probabilities of compound events and solve problems.

### Using Probability to Make Decisions

S-MD.1. (+) Define a random variable for a quantity of interest by assigning a numerical value to each event in a sample space; graph the corresponding probability distribution using the same graphical displays as for data distributions.

S-MD.2. (+) Calculate the expected value of a random variable; interpret it as the mean of the probability distribution.

S-MD.3. (+) Develop a probability distribution for a random variable defined for a sample space in which theoretical probabilities can be calculated; find the expected value. For example, find the theoretical probability distribution for the number of correct answers obtained by guessing on all five questions of a multiple-choice test where each question has four choices, and find the expected grade under various grading schemes.

S-MD.4. (+) Develop a probability distribution for a random variable defined for a sample space in which probabilities are assigned empirically; find the expected value. For example, find a current data distribution on the number of TV sets per household in the United States, and calculate the expected number of sets per household. How many TV sets would you expect to find in 100 randomly selected households?



S-MD.5. (+) Weigh the possible outcomes of a decision by assigning probabilities to payoff values and finding expected values.

S-MD.5.a. Find the expected payoff for a game of chance. For example, find the expected winnings from a state lottery ticket or a game at a fast-food restaurant.

S-MD.5.b. Evaluate and compare strategies on the basis of expected values. For example, compare a high-deductible versus a low-deductible automobile insurance policy using various, but reasonable, chances of having a minor or a major accident.

S-MD.6. (+) Use probabilities to make fair decisions (e.g., drawing by lots, using a random number generator).

S-MD.7. (+) Analyze decisions and strategies using probability concepts (e.g., product testing, medical testing, pulling a hockey goalie at the end of a game).

# Appendix F: National Educational Technology Standards for Students (NETS-S)

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| NETS Crosswalk for Law and Public Safety |        |        |        |        |        |        |        |        |        |        |         |         |         |         |         |         |         |         |
|--|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|---------|---------|---------|---------|---------|---------|---------|---------|
|  | Course | Unit 1 | Unit 2 | Unit 3 | Unit 4 | Unit 5 | Unit 6 | Unit 7 | Unit 8 | Unit 9 | Unit 10 | Unit 11 | Unit 12 | Unit 13 | Unit 14 | Unit 15 | Unit 16 | Unit 17 |
| <b>NETS Standards</b>                    |        |        |        |        |        |        |        |        |        |        |         |         |         |         |         |         |         |         |
| T1                                       |        |        |        |        |        |        |        |        | X      | X      | X       | X       |         |         |         | X       | X       | X       |
| T2                                       |        | X      | X      | X      |        | X      | X      | X      | X      | X      | X       | X       | X       | X       | X       | X       | X       | X       |
| T3                                       |        |        |        | X      | X      | X      | X      | X      | X      | X      | X       | X       | X       | X       | X       | X       | X       |         |
| T4                                       |        |        | X      |        | X      | X      |        |        | X      | X      | X       | X       | X       | X       |         | X       | X       | X       |
| T5                                       |        | X      | X      | X      | X      | X      | X      | X      | X      | X      | X       | X       | X       | X       |         | X       | X       | X       |
| T6                                       |        |        |        | X      | X      | X      | X      | X      | X      | X      | X       | X       |         | X       | X       | X       | X       | X       |

- T1** Creativity and Innovation
- T2** Communication and Collaboration
- T3** Research and Information Fluency
- T4** Critical Thinking, Problem Solving, and Decision Making
- T5** Digital Citizenship
- T6** Technology Operations and Concepts

**T1** Creativity and Innovation  
 Students demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology. Students do the following:

- a. Apply existing knowledge to generate new ideas, products, or processes.
- b. Create original works as a means of personal or group expression.
- c. Use models and simulations to explore complex systems and issues.
- d. Identify trends and forecast possibilities.

**T2** Communication and Collaboration  
 Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others. Students do the following:

- a. Interact, collaborate, and publish with peers, experts, or others employing a variety of digital environments and media.
- b. Communicate information and ideas effectively to multiple audiences using a variety of media and formats.
- c. Develop cultural understanding and global awareness by engaging with learners of other cultures.
- d. Contribute to project teams to produce original works or solve problems.

**T3 Research and Information Fluency**

Students apply digital tools to gather, evaluate, and use information. Students do the following:

- a. Plan strategies to guide inquiry.
- b. Locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media.
- c. Evaluate and select information sources and digital tools based on the appropriateness to specific tasks.
- d. Process data and report results.

**T4 Critical Thinking, Problem Solving, and Decision Making**

Students use critical-thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources.

Students do the following:

- a. Identify and define authentic problems and significant questions for investigation.
- b. Plan and manage activities to develop a solution or complete a project.
- c. Collect and analyze data to identify solutions and/or make informed decisions.
- d. Use multiple processes and diverse perspectives to explore alternative solutions.

**T5 Digital Citizenship**

Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior. Students do the following:

- a. Advocate and practice safe, legal, and responsible use of information and technology.
- b. Exhibit a positive attitude toward using technology that supports collaboration, learning, and productivity.
- c. Demonstrate personal responsibility for lifelong learning.
- d. Exhibit leadership for digital citizenship.

**T6 Technology Operations and Concepts**

Students demonstrate a sound understanding of technology concepts, systems, and operations. Students do the following:

- a. Understand and use technology systems.
- b. Select and use applications effectively and productively.
- c. Troubleshoot systems and applications.
- d. Transfer current knowledge to learning of new technologies.

# Appendix G: Academic Standards

The Law and Public Safety curriculum is written to encourage physical fitness. Students endure rigorous physical training each week to meet the requirements of the Presidential Youth Fitness Program and the Candidate Physical Ability Test (CPAT). Therefore, the curriculum seeks to provide students with 1/2 Carnegie Unit for Physical Education, as shown in the following crosswalk with Mississippi’s 2006 Physical Education Framework for Grades 10-12.

## Mississippi’s 2006 Physical Education Framework for Grades 10-12

- PE1. Demonstrate competency in motor skills and movement patterns needed to perform a variety of physical activities.
- PE2. Demonstrate understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities.
- PE3. Exhibit a physically active lifestyle.
- PE4. Achieve and maintain a health-enhancing level of physical fitness.
- PE5. Exhibit responsible personal and social behavior that respects self and others in physical activity settings.
- PE6. Value physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.

|              | Presidential Youth Fitness Program Requirements | Aerobic Capacity: The Pacer | Aerobic Capacity: One-Mile Run | Aerobic Capacity: Walk Test | Body Composition: Skinfold Measurement | Body Composition: Body Mass Index | Body Composition: Portable Bioelectric Impedance Analyzers | Muscular Strength, Endurance, and Flexibility: Abdominal Strength And Endurance | Muscular Strength, Endurance, and Flexibility: Trunk Extensor Strength and Flexibility | Muscular Strength, Endurance, and Flexibility: Upper Body Strength and Endurance | Muscular Strength, Endurance, and Flexibility: Flexibility |
|--------------|---|-----------------------------|--------------------------------|-----------------------------|--|-----------------------------------|--|---|--|--|--|
| PE Framework |   |                             |                                |                             |  |                                   |  |   |  |  |  |
| PE1          |   | X                           | X                              | X                           |  |                                   |  | X   | X  | X  | X  |
| PE2          |   | X                           | X                              | X                           |  |                                   |  | X   | X  | X  | X  |
| PE3          |   | X                           | X                              | X                           | X                                      | X                                 | X  | X   | X  | X  | X  |
| PE4          |   | X                           | X                              | X                           | X                                      | X                                 | X  | X   | X  | X  | X  |
| PE5          |   | X                           | X                              | X                           |  |                                   |  | X   | X  | X  | X  |
| PE6          |   | X                           | X                              | X                           |  |                                   |  | X   | X  | X  | X  |

## Presidential Youth Fitness Program Requirements

### Aerobic Capacity

- The Pacer: Recommended
- One-Mile Run: Alternative
- Walk Test: Alternative

### Body Composition

- Skinfold Measurement: Recommended
- Body Mass Index: Alternative
- Portable Bioelectric Impedance Analyzers

### Muscular Strength, Endurance, and Flexibility

- Abdominal Strength And Endurance
- Curl-Up: Recommended
- Trunk Extensor Strength and Flexibility
- Trunk Lift: Recommended

Upper Body Strength and Endurance  
 90° Push-Up: Recommended  
 Modified Pull-Up: Alternative  
 Flexed Arm Hang: Alternative

Flexibility  
 Back-Saver Sit And Reach: Optional  
 Shoulder Stretch: Optional

|              | CPAT Requirements | Stair Climb | Ladder Raise and Extension | Hose Drag | Equipment Carry | Forcible Entry | Search | Rescue Drag | Ceiling Pull |
|--------------|-------------------|-------------|----------------------------|-----------|-----------------|----------------|--------|-------------|--------------|
| PE Framework |                   |             |                            |           |                 |                |        |             |              |
| PE1          |                   | x           | x                          | x         | x               | x              | x      | x           | x            |
| PE2          |                   | x           | x                          | x         | x               | x              | x      | x           | x            |
| PE3          |                   | x           | x                          | x         | x               | x              | x      | x           | x            |
| PE4          |                   | x           | x                          | x         | x               | x              | x      | x           | x            |
| PE5          |                   | x           | x                          | x         | x               | x              | x      | x           | x            |
| PE6          |                   | x           | x                          | x         | x               | x              | x      | x           | x            |

### Candidate Physical Ability Test (CPAT) Requirements

- Stair Climb (climbing stairs while carrying an additional 25 lb. simulated hose pack),
- Ladder Raise and Extension (placing a ground ladder at the fire scene and extending the ladder to the roof or a window),
- Hose Drag (stretching uncharged hoselines, advancing lines),
- Equipment Carry (removing and carrying equipment from fire apparatus to fireground),
- Forcible Entry (penetrating a locked door, breaching a wall) and
- Search (crawling through dark unpredictable areas to search for victims).
- Rescue Drag (removing victim or partner from a fire building)
- Ceiling Pull (locating fire and checking for fire extension)