

Course of Study

Criminal Justice

Warren County Career Center

**3525 North State Route 48
Lebanon, Ohio 45036**

Adopted June 17, 2010

*This document is for the use of the staff at Warren County Career Center.
Credit is given the designer of the template, Upper Valley JVS, Piqua, Ohio.*

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Acknowledgements

Criminal Justice Warren County Career Center

We would like to take this opportunity to express our gratitude to the following people for their guidance and support in the preparation of this course of study:

Warren County Career Center Administrative Team

Warren County Educational Service Center

Acknowledgements

***Warren County Career Center
Resolution Of School Board Approval***

WHEREAS, representatives of Criminal Justice Department of the Warren County Career Center have reviewed the English Application in Drama Course of Study; and

WHEREAS, this Course of Study is based upon Integrating Technical and Academic Competencies adopted by the State of Ohio for the Criminal Justice program; and

WHEREAS, the Criminal Justice faculty and the Career-Technical Advisory Committee have reviewed and added competencies as needed to address local labor market needs and trends in the industry;

NOW, THEREFORE, BE IT RESOLVED, in accordance with the Superintendent's recommendation, that the Warren County Career Center adopt the Criminal Justice Tech Prep Course of Study.

District Superintendent

Date

President, Board of Education

Date

Statement of Recommendation

The Criminal Justice Advisory Committee at Warren County Career Center has reviewed this course of study and recommends it for use as the foundation for instruction in the Criminal Justice Tech Prep class.

The developers of this course of study have considered local labor market needs and the school's ability to offer specialized programs. The competencies have been reviewed and accepted as being congruent with our school's vision, mission, and strategic goals. When appropriate, additional competencies related to the program area have been incorporated into this course of study.

Achievement of technical competencies, utilizing proper attitudes, and demonstrating appropriate values are critical for successful employment and for furthering educational opportunities within a student's chosen field. We believe that this course of study adequately and correctly focuses upon student development.

This course of study is recommended on: June 17, 2010

Warren County Career Center Vision Statement

WCCC is the valued partner of choice within the educational and economic systems of our communities, by providing quality academic and career technical education.

We pave the way for a future of opportunities unique to each of our learners.

Warren County Career Center Mission Statement

To prepare youths and adults to make informed career choices and to successfully enter, compete, and advance in a changing work world.

Warren County Career Values

- Treating each other with respect, dignity, trust and mutual value
- Communicating openly and honestly
- Taking ownership of personal actions and being held accountable for results
- Upholding and demonstrating high ethical, educational and fiscal standards
- Exhibiting high levels of professionalism
- Providing high quality instruction and highly qualified staff to ensure success for all learners
- Making quality customer service a high priority
- Promoting partnerships and a team environment
- Celebrating team and individual achievements
- Using data to drive planning, decision making and actions
- Embracing educational opportunities for change and diversity

Course Design

Courses are designed to reflect career-focused education, which combines high-level academics with real-life technical skills. The intent is to maximize a student's present and future academic and career success.

Career-focused education enhances the integration of academic and technical skills, designs programs that prepare students with transferable skills and promotes each student's career opportunities.

Course Philosophy

We believe that Criminal Justice students should be offered the most current and up to date training possible. The Ohio Peace Officers Training Academy Curriculums and the Ohio Department of Education's OCAP's and ITACS entwined offer the top of the line education for our students.

Achievement of technical competencies, utilizing proper attitudes, and demonstrating appropriate values are critical for successful employment and for furthering educational opportunities within a student's chosen field. We believe that this course philosophy adequately and correctly focuses upon student development.

To boldly prepare each student for the profession they strive to obtain.

Course Goals

The course goals for Criminal Justice are to:

1. Understand the O.C.A.P.'s or I.T.A.C.'s and related sections of the Ohio Peace Officers Training Curriculum.
2. Achieve knowledge and maturity in this field of study.
3. Prepare for College, Advanced Technical Training and the work force.

Course Description

Criminal Justice prepares students for Law Enforcement, Corrections or related fields of employment. Military, Court service and probation officers, Crime Scene technicians, are among the numerous positions available for students from this course of study.

Preparation for the future is the key. All students in the Criminal Justice program are introduced to a para-military structure that is absorbed by the Criminal Justice structure. Each student is instructed in police and military procedures. Participates in the physical training and sociology understanding of our culture, and prepares for further education or to take their place in the workforce.

A listing of prospective identified jobs is:

Alcohol, Tobacco and Firearms Agent
Agnominal Control
Bondsman
Central Intelligence Agency
Coroner Investigator
Corrections Officer
Court Bailiff
Court Clerk
Crime Lab Technician
Dispatcher
Dog Warden
Drug Enforcement Agency
Elected Official
Emergency Medical Technician
Federal Bureau of Investigations
Fire Fighter
Fire Marshall
Forensics Technician
Forestry
Game Warden
Judge
Juvenile Court Officer
Law Clerk
Law Enforcement
Lawyer
Meter Maid
Military
Military Police
Military Security
Para Legal
Paramedic
Parole Officer
Physical Instructor

Prisoner Transport Officer
Private Investigator
Private Security
Probation Officer
Process Server
Prosecutor
School Security
Secret Service
Social Services Advisor
Teacher
U.S. Marshall
Warrant Officer

Academic and Technical Integration

Expectations of curriculum must be aligned with what is written, taught, assessed, and reported. Student expectations focus on active, project-centered learning—an approach to learning that emphasizes a connection between ideas in a discipline and the outside world. Educational programming and course content will clearly connect career and post-secondary opportunities. At the Warren County Career Center, the main goal is to design courses and projects that use strategies for authentic instruction. These characteristics of instruction focus on deep understanding, established opportunities for concept connections, provide anticipatory and abstract thinking, and emphasize genuine application.

The academic courses at the WCCC follow the state model curricula. They are designed to meet both associate school and state requirements. These standards respond to the need to improve student achievement, quality of curriculum and instruction, and strengthen school and community relationships.

Technology

The Warren County Career Center board and staff believe that technology skills are essential for all students to achieve in the 21st century. It is the goal of this district to infuse technology into all facets of education:

- Instruction
- Assessment
- Administration
- Career planning
- Course design
- Professional development

Strategies to incorporate technology into all facets of education are a priority of the district and there is commitment to a continual process to provide updated hardware, software, and professional development for staff members for the purpose of providing a high quality education, with the integration of technology, for all students.

Job Shadowing

Job Shadowing is designed to give the student a short-term overview of the many opportunities within a career field. Career-technical instructors confer with students to determine appropriate experiences.

Internships and Job Placement vary somewhat, but during each experience students should accomplish the following goals:

1. Work with mentors, supervisors, co-workers, and others to accomplish assigned tasks that contribute to the long- and short-term goals of the student. All aspects of the internship/placement (including dates, times, responsibilities, evaluations, etc.) will be outlined in an approved Internship Learning Plan that is coordinated by the career-technical instructor.
2. Apply basic skills and knowledge to "real world" business settings and learn new skills that are relevant to the career path.
3. Demonstrate a solid understanding of the basic skills outlined in the Internship Learning Plan.
4. Reflect upon the internship/placement/job shadowing in terms of post-secondary education/career options.

The criterion for participation in career-based learning experiences is included in the approved packet for each activity and may be obtained by the instructor from the Career Pathways office.

The specifics of how these opportunities are offered in this career-technical program or statement of academic support are:

Students that meet the requirements set forth by the Early Placement Committee are eligible to work with local businesses during the second semester of their senior year. This allows the student to work during designated lab time with the approval of the Instructor. The Instructor will monitor academic eligibility along with the status of their field progress using contractor evaluations. In addition, parent approval and a written contract with the student for certain goals to be achieved will be required.

Students Served

The population served by this program is juniors and seniors.

Scope and Sequence

Law and Public Safety Units

Competency		12	AD	BIL
Law and Public Safety Core Body of Knowledge				
Unit 1: Career Exploration, Development and Employability Traits				
1.1	Explore careers in law and public safety.	P	R	E
1.2	Demonstrate the ability to seek and apply for employment.	P	R	E
1.3	Demonstrate positive work behaviors and personal qualities.	P	R	E
1.4	Demonstrate respect for cultural and generational values.	P	R	E
1.5	Employ critical thinking and problem-solving skills independently or in teams to formulate solutions to problems.	P	R	E
1.6	Demonstrate the ability to lead or work on a team.	P	R	E
Unit 2: Business Processes				
2.1	Explain the jurisdictions of the federal, state and local law and public safety agencies and courts.	P	R	E
2.2	Explain how various law and public safety organizations work together to generate services.	P	R	E
2.3	Examine administration, leadership and supervision in law and public safety organizations.	I	P	E
2.4	Examine administration, supervision and leadership styles and techniques in law and public safety organizations.	I	P	E
2.5	Examine roles of law and public safety administrators interfacing with the public.	I	P	E
2.6	Discuss the impact of economic, social and technological changes in law and public safety.	I	P	E
2.7	Discuss how planning and budgeting are used to accomplish organizational goals and objectives through legislative requirements.	I	P	E
2.8	Discuss basic procedures in the accounting cycle.	I	P	E
2.9	Maintain material control and product inventories necessary to meet requirements.	I	P	E
2.10	Explain how law and public safety agencies manage relationships with constituents and end users.	I	P	E
2.11	Analyze practices for managing human resources.	I	P	E
2.12	Explain the measures used by law and public safety organizations to manage and improve performance.	I	P	E
2.13	Demonstrate effective use of technology.	P	R	E
2.14	Interpret schematics, maps and Geographic Information Systems (GIS).	I	P	E
Unit 3: Communications				
3.1	Write and utilize coherent and focused technical communications and/or grants that support a defined perspective for law and public safety services.	P	R	E
3.2	Deliver formal and informal presentations that demonstrate organization and delivery skill.	P	R	E
3.3	Listen and speak effectively to contribute to group discussions and meetings.	P	R	E
3.4	Apply active listening skills to obtain and clarify information provided in oral communications.	P	R	E

Competency		12	AD	BIL
3.5	Utilize written documents to direct law and public safety operations.	I	P	E
3.6	Conduct interviews to access critical information.	I	P	E
3.7	Assess crisis negotiations to promote the safety of individuals and the public.	I	P	E
3.8	Assess situations involving specialized interpersonal skills.	I	P	E
Unit 4: Legal and Ethical Responsibilities				
4.1	Differentiate legal and ethical issues.	P	R	E
4.2	Perform duties according to laws, regulations and contract provisions.	P	R	E
4.3	Complete work-related duties within an ethical framework.	P	R	E
4.4	Assess the implications of ethical/unethical behavior.	P	R	E
Unit 5: Safety and Environment				
5.1	Maintain general safety in accordance with government regulations, health standards, organization policies and practices.	P	R	E
5.2	Evaluate the human and ergonomic factors associated with law and public safety.	P	R	E
5.3	Identify state, federal and local worker safety, health and environmental regulations.	P	R	E
5.4	Demonstrate practices that contribute to a healthy workplace environment.	P	R	E
5.5	Complete requirements for first aid and Cardiopulmonary Resuscitation (CPR) certification.	P	R	E
5.6	Complete and apply operations and safety training on pertinent equipment.	P	R	E
5.7	Identify practices that contribute to a healthy environment.	P	R	E
5.8	Handle hazardous materials in accordance with government regulations and health standards.	I	P	E
5.9	Explain emergency response plans.	P	R	E
Unit 6: Healthy Living Styles				
6.1	Assess the impact of healthy living styles on employability.	P	R	E
6.2	Assess the impact of stress on a healthy professional life style.	P	R	E
6.3	Analyze psychological responses to stress.	P	R	E
6.4	Describe the concept of Critical Incident Stress (CIS).	P	R	E
Unit 7: Homeland Security				
7.1	Analyze critical infrastructure protection activities.	I	P	E
7.2	Examine the state, local and federal agencies responsible for homeland security.	I	P	E
7.3	Explain emergency management and response strategies to natural and man-made disasters.	I	P	E
7.4	Examine detection and surveillance techniques for natural and man-made disasters.	I	P	E
7.5	Explain threat analysis and vulnerability assessment for natural and man-made disasters.	I	P	E
7.6	Analyze the impact of intelligence on threat analysis.	I	P	E
7.7	Describe cyber-security in relation to national security.	I	P	E
7.8	Describe international border protection activities.	I	P	E
7.9	Analyze the transportation protection systems.	I	P	E
7.10	Examine agro-security in relation to national security for natural and man-made disasters.	I	P	E
7.11	Analyze potential threats to the nation's energy, water supply and communication networks from natural and man-made disasters.	I	P	E

Competency		12	AD	BIL
7.12	Analyze potential chemical, biological and nuclear threats to homeland security.	I	P	E
7.13	Explain the role of the armed services in homeland security.	P	R	E
Unit 8: Emergency Telecommunications				
8.1	Explain the role and responsibility of the 9-1-1 telecommunicator.	P	R	E
8.2	Process incoming calls for various and diverse situations.	I	P	E
8.3	Exhibit dispatching techniques for emergency responses.	I	P	E
Criminal Justice Pathway				
Unit 9: Criminal Justice System				
9.1	Summarize specific sections of the state criminal code.	P	R	E
9.2	Explain applications of constitutional and case law.	I	P	E
9.3	Explain the development of law.	P	R	E
9.4	Explain the structure of the United States criminal justice system.	P	R	E
9.5	Examine the U.S. legal system and the implications for criminal justice.	I	P	E
9.6	Describe defenses to criminal prosecution.	I	P	E
9.7	Examine court workgroups.	I	P	E
9.8	Examine plea bargaining.	I	P	E
9.9	Examine sentencing issues.	I	P	E
9.10	Explore court issues.	I	P	R
9.11	Describe courtroom dynamics, and employ proper courtroom fundamentals for testifying and presenting evidence.	I	P	E
9.12	Examine probation goals.	I	P	E
9.13	Examine probation management.	I	P	E
9.14	Examine probation treatment goals and issues.	I	P	E
Unit 10: Defensive Tactics				
10.1	Demonstrate officer safety techniques.	P	R	E
10.2	Demonstrate appropriate use and care of firearms.		P	E
10.3	Analyze crisis situations to protect individuals and society.	I	P	E
10.4	Explain the appropriate use of force.	I	P	E
10.5	Assess the physical and mental implications associated with a deadly force/critical incident encounter.	I	P	E
10.6	Examine the complexities of psychologically surviving the aftermath of a deadly force/critical incident encounter.	I	P	E
Unit 11: Patrols				
11.1	Patrol on foot.	P		E
11.2	Explain procedures for patrolling in a vehicle.	I	P	E
11.3	Describe defensive driving techniques.		P	E

Unit 12: Investigation				
12.1	Explain the investigative process.	I	P	E
12.2	Demonstrate basic response to a crime scene; protect and document the investigation.	I	P	E
12.3	Demonstrate constitutional arrest procedures.	I	P	E
12.4	Explain procedures for handling cases involving missing/abused/neglected children or adults.	I	P	E
12.5	Identify and describe gang culture.	I	P	E
12.6	Explain community policing and crime prevention.	I	P	E
12.7	Examine controlled substance issues.	I	P	E

Competency		12	AD	BIL
12.8	Analyze procedures for processing, handling and transporting prisoners.	I	P	E
12.9	Examine procedures for securing evidence at a crime scene.	P	R	E
12.10	Conduct interviews of witnesses and interview/interrogate suspects.	I	P	E
12.11	Analyze sexual assault crimes.	I	P	E
12.12	Conduct sex crime investigations.	I	P	E
12.13	Analyze issues in death and homicide cases.	I	P	E
12.14	Conduct death and homicide investigations.	I	P	E
12.15	Analyze issues with crimes of arson.	I	P	E
12.16	Explain the procedures of arson investigations.	I	P	E
Unit 13: Traffic				
13.1	Explain strategies and techniques for handling vehicular traffic offenses.	I	P	E
13.2	Explain strategies and techniques for controlling vehicular and pedestrian traffic.	I	P	E
13.3	Discuss strategies and techniques for controlling crowds.	I	P	E
13.4	Examine motor vehicle crash investigation and documentation techniques.	I	P	E
Unit 14: Private Security				
14.1	Examine differences between law enforcement and proprietary/contract security operations.	I	P	E
14.2	Examine laws relevant to security and protective services.	I	P	E
14.3	Analyze prevention approaches to private security.	I	P	E
14.4	Explain how risk management can apply to security functions.	I	P	E
14.5	Analyze the feasibility and functions of security systems.	I	P	E
14.6	Examine terrorism as it relates to security officers.	I	P	E
14.7	Analyze basic incident response procedures.	I	P	E
14.8	Analyze strategies for providing physical security.	I	P	E
14.9	Analyze strategies for providing information security.	I	P	E
14.10	Analyze strategies for providing loss prevention.	I	P	E
14.11	Analyze strategies for providing personal security.	I	P	E
14.12	Analyze strategies for controlling facility access.	I	P	E
Unit 15: Corrections				
15.1	Analyze the legal aspects of correction facilities and correction officers.	I	P	E
15.2	Analyze procedures for maintaining corrections security.	I	P	E
15.3	Explain human relations intervention in a corrections setting.	I	P	E
15.4	Analyze potential special needs of inmates.	I	P	E
15.5	Explain the technical skills required for correction officers.	I	P	E
15.6	Examine roles of correctional supervisors in dealing with inmates.	I	P	R
15.7	Examine correctional employee needs and interactions with administrators/leaders.	I	P	E
15.8	Examine issues involving inmates faced by correctional administrators.	I	P	R
15.9	Examine classification of inmates.	I	P	R
15.10	Examine treatment in correctional facilities.	I	P	R
15.11	Examine treatment areas for inmates.	I	P	R
15.12	Examine family issues involving inmates.	I	P	R
Unit 16: Juvenile Justice Supervision, Administration and Programming				
16.1	Examine roles of those working with juvenile offenders.	I	P	E

Competency		12	AD	BIL
16.2	Analyze treatment for juvenile offenders.	I	P	E
16.3	Examine supervision and administration of juvenile justice organizations.	I	P	E
Unit 17: Behavioral Science				
17.1	Examine the biological roots of criminal behavior.	I	P	E
17.2	Explain the psychological and psychiatric foundations of criminal behavior.	I	P	E
17.3	Examine the sociological foundations of criminal behavior.	I	P	E
17.4	Examine crimes and their sociological and psychological impact on communities.	I	P	E
17.5	Describe the basic origins of conflict and the needs that motivate behavior.	I	P	R
17.6	Examine the different responses to conflict as they relate to results.	I	P	R
17.7	Examine anger management techniques for resolving conflicts and reduce anger.	P	R	R
Forensic Science Pathway				
Unit 18: Overview of Forensic Science				
18.1	Distinguish forensic science from criminal justice.	P	R	E
18.2	Demonstrate importance of integrity and professionalism in forensic science.	P	R	E
Unit 19: Courts				
19.1	Examine court personnel.	P	R	E
19.2	Examine plea bargaining.	P	R	E
19.3	Describe courtroom dynamics and employ proper courtroom fundamentals for testifying and presenting evidence.	I	P	E
19.4	Examine the appellate court role and process.	I	P	E
Unit 20: Computer Crime				
20.1	Examine computer forensics and document computer crime.	I	P	E
20.2	Examine federal and state laws and cases of illegal computer access.		I	R
20.3	Examine federal and state laws and cases of exceeding authorized computer access.		I	R
20.4	Examine criminal codes associated with computers.	I	P	E
20.5	Examine identify theft.	P	R	E
20.6	Describe the applications for computer-aided investigations.	I	P	E
Unit 21: Behavioral Science				
21.1	Examine the biological roots of criminal behavior.	I	P	E
21.2	Explain the psychological and psychiatric foundations of criminal behavior.	I	P	E
21.3	Examine the sociological foundations of criminal behavior.	I	P	E
21.4	Examine crimes and their sociological and psychological impact on communities.	I	P	E
21.5	Describe the basic origins of conflict and the needs that motivate behavior.	I	P	R
21.6	Examine the different responses to conflict as they relate to results.	I	P	R
21.7	Examine anger management techniques for resolving conflicts and reducing anger.	P	R	R
Unit 22: Corporate Security				
22.1	Provide an overview of corporate security.	P	R	E
22.2	Examine corporate security computer issues.	I	R	R

Competency		12	AD	BIL
22.3	Examine corporate security issues involving theft of proprietary information and trade secrets.	I	R	R
22.4	Examine corporate security issues for counterfeit and product diversion.		I	R
22.5	Examine health care fraud.	I	R	R
22.6	Examine insurance fraud.	I	R	R
22.7	Examine loss prevention.	I	P	E
22.8	Examine physical security and threat management.	I	P	E
22.9	Examine workplace violence.	I	P	E
22.10	Examine securities compliance investigations.		I	R
22.11	Examine credit card fraud.	I	R	R
Unit 23: Criminal Investigation				
23.1	Explain the investigative process.	P	R	E
23.2	Examine basic response to a crime scene.	P	R	E
23.3	Explain applications of constitutional and case law.	I	P	E
23.4	Explain the procedures for securing evidence at a crime scene.	P	R	E
23.5	Conduct interviews of witnesses and interview/interrogate suspects.	I	P	E
23.6	Examine controlled substance issues.	I	P	E
23.7	Explain the procedures for drug investigations.	I	P	E
23.8	Examine drug testing procedures.	I	P	E
23.9	Analyze handling traffic crashes.	I	R	R
23.10	Conduct traffic crash investigations.	I	R	R
23.11	Analyze sexual assault crimes.	I	P	E
23.12	Conduct sex crime investigations.	I	P	E
23.13	Analyze issues in death/homicide cases.	I	P	E
23.14	Conduct death/homicide investigations.	I	P	E
23.15	Analyze issues with crimes of arson.	I	P	E
23.16	Explain the procedures for arson investigations.	I	P	E
23.17	Discuss the utilization of online databases and clearing houses to investigate crimes.	I	P	E
Unit 24: Science and Technology Applications				
24.1	Discuss forensic toxicology.	I	P	E
24.2	Discuss electronically recorded evidence.	I	P	E
24.3	Examine issues with financial crimes.	I	P	E
24.4	Describe forensic accounting and financial crime investigation.	I	P	E
24.5	Describe the role of blood evidence.	I	P	E
24.6	Describe deoxyribonucleic acid (DNA) as a forensic science tool.	I	P	E
24.7	Examine the collection of latent and fingerprint evidence.	I	P	E
24.8	Describe firearm evidence.	I	P	E
24.9	Examine firearm-related evidence.	I	P	E
24.10	Describe trace evidence.	I	P	E
24.11	Describe the role of forensic anthropology.	I	P	E
24.12	Describe the evidentiary value of handwriting, other document evidence, business machines, voice comparisons and polygraphs.	I	P	E
24.13	Describe the role of forensic plant evidence.	I	P	E
24.14	Describe the role of biological fluid evidence.	I	P	E
24.15	Describe the role of tool mark and impression evidence.	I	P	E
24.16	Describe the role of forensic entomology.	I	P	E
24.17	Describe the role of forensic odontology.	I	P	E
24.18	Describe the role of forensic pathology.	I	P	E

Competency	12	AD	BIL
24.19 Discuss forensic chemistry.	I	P	E
24.20 Discuss forensic engineering.	I	P	E
24.21 Discuss forensic psychiatry and psychology.	I	P	E

Unit 1: Career Exploration, Development and Employability Traits

BIL: *Essential*

EDU:	12	AD
	P	R

Competency 1.1: Explore careers in law and public safety.

Descriptors:

- 1.1.1 Describe the current trends, issues and scope of career paths in law and public safety.
- 1.1.2 Discuss the impact of court rulings, the Constitution and various historical events.
- 1.1.3 Experience specific personal law and public safety interests (e.g., shadowing, professional readings, community service, internship).
- 1.1.4 Explain the interrelationship between law and public safety agencies.
- 1.1.5 Identify the education and licensure/certification needed for a career in law and public safety.
- 1.1.6 Explore professional development and career advancement opportunities.
- 1.1.7 Investigate various agencies/institutions within law and public safety services.

Correlated English Language Arts Academic Content Benchmarks

- *Use multiple resources to enhance comprehension of vocabulary.* (Acquisition of Vocabulary F, 8-10; Acquisition of Vocabulary E, 11-12)
- *Formulate open-ended research questions suitable for investigation and adjust questions as necessary while research is conducted.* (Research A, 8-10)
- *Formulate open-ended research questions suitable for inquiry and investigation and adjust questions as necessary while research is conducted.* (Research A, 11-12)
- *Evaluate the usefulness and credibility of data and sources.* (Research B, 8-10)
- *Compile, organize and evaluate information, take notes and summarize findings.* (Research B, 11-12)

Correlated Social Studies Academic Content Benchmarks

- *Use historical interpretations to explain current events.* (History B, 11-12)
- *Evaluate, take and defend positions about issues concerning the alignment of the characteristics of American democracy with realities in the United States today.* (Government A, 11-12)
- *Explain how the U.S. Constitution has evolved including its philosophical foundations, amendments and court interpretations.* (Government B, 11-12)

BIL: *Essential*

EDU:	12	AD
	P	R

Competency 1.2: Demonstrate the ability to seek and apply for employment.

Descriptors:

- 1.2.1 Identify personal goals and objectives in concert with law and public safety.
- 1.2.2 Research employers and the applicability of personal skill sets.
- 1.2.3 Explain the impact an individual's past/present behavior can have on a career in law and public safety.
- 1.2.4 Maintain a resumé, list of references and a portfolio.

- 1.2.5 Prepare and interview for employment.
- 1.2.6 Demonstrate the ability to evaluate and compare employment opportunities.

Correlated English Language Arts Academic Content Benchmarks

- *Produce letters (e.g., business, letters to the editor, job applications) that follow the conventional style appropriate to the text, include appropriate details and that include appropriate details and exclude extraneous details and inconsistencies. (Writing Applications C, 8-10)*
- *Produce functional documents that report, organize and convey information and ideas accurately, foresee readers’ problems or misunderstandings and that include formatting techniques that are user friendly. (Writing Applications C, 11-12)*
- *Compile, organize and evaluate information, take notes and summarize findings. (Research B, 11-12)*
- *Use a variety of strategies to enhance listening comprehension. (Communication: Oral and Visual A, 8-10; Communication: Oral and Visual A, 11-12)*
- *Select and use effective speaking strategies for a variety of audiences, situations and purposes. (Communication: Oral and Visual C, 11-12)*

BIL: ***Essential***

EDU:	12	AD
	P	R

Competency 1.3: Demonstrate positive work behaviors and personal qualities.

Descriptors:

- 1.3.1 Conform to agency and departmental policies (e.g., attendance, punctuality, time management).
- 1.3.2 Demonstrate professionalism, self-discipline, positive attitude, integrity and mechanical aptitude.
- 1.3.3 Demonstrate flexibility, willingness to learn and commitment to the organization.
- 1.3.4 Explain how individuals impact the public perception of an organization.

Correlated English Language Arts Academic Content Benchmarks

- *Use a variety of strategies to enhance listening comprehension. (Communication: Oral and Visual A, 8-10; Communication: Oral and Visual A, 11-12)*
- *Demonstrate an understanding of effective speaking strategies by selecting appropriate language and adjusting presentation techniques. (Communication: Oral and Visual D, 8-10)*

Correlated Social Studies Academic Content Benchmark

- *Work in groups to analyze an issue and make decisions. (Social Studies Skills and Methods D, 11-12)*

BIL: ***Essential***

EDU:	12	AD
	P	R

Competency 1.4: Demonstrate respect for cultural and generational values.

Descriptors:

- 1.4.1 Compare and contrast values and beliefs from a variety of cultures.

- 1.4.2 Differentiate attitudes, values and beliefs from various generations.
- 1.4.3 Provide the appropriate assistance to individuals with disabilities.
- 1.4.4 Discuss the role that different values play in generating conflict.

Correlated English Language Arts Academic Content Benchmarks

- *Compile, organize and evaluate information, take notes and summarize findings.* (Research B, 11-12)
- *Use a variety of strategies to enhance listening comprehension.* (Communication: Oral and Visual A, 8-10; Communication: Oral and Visual A, 11-12)
- *Select and use effective speaking strategies for a variety of audiences, situations and purposes.* (Communication: Oral and Visual C, 11-12)

Correlated Social Studies Academic Content Benchmark

- *Analyze how issues may be viewed differently by various cultural groups.* (People in Societies A, 11-12)

BIL: ***Essential***

EDU:	12	AD
	P	R

Competency 1.5: Employ critical thinking and problem-solving skills independently or in teams to formulate solutions to problems.

Descriptors:

- 1.5.1 Describe problem-solving methods used in law and public safety organizations.
- 1.5.2 Combine critical thinking and team-building skills to solve problems.
- 1.5.3 State personal positions clearly and respect differing positions.
- 1.5.4 Identify how the effects of substance abuse, mental health and disabilities impact conflict.
- 1.5.5 Engage in consensus group decisions within the bounds of ethical, safety and legal concerns even when group decisions are different from a personal preference.
- 1.5.6 Adjust plans/schedules to respond to unexpected events and conditions.
- 1.5.7 Address conflict between available resources, requirements of a service and timelines.
- 1.5.8 Evaluate the solutions and unintended consequences of problem solving methods.

Correlated English Language Arts Academic Content Benchmarks

- *Communicate findings, reporting on the substance and processes orally, visually and in writing or through multimedia.* (Research E, 8-10; Research E, 11-12)
- *Use a variety of strategies to enhance listening comprehension.* (Communication: Oral and Visual A, 8-10; Communication: Oral and Visual A, 11-12)
- *Select and use effective speaking strategies for a variety of audiences, situations and purposes.* (Communication: Oral and Visual C, 11-12)

Correlated Social Studies Academic Content Benchmark

- *Work in groups to analyze an issue and make decisions.* (Social Studies Skills and Methods D, 11-12)

BIL: ***Essential***

EDU:	12	AD
	P	R

Competency 1.6: Demonstrate the ability to lead or work on a team.

Descriptors:

- 1.6.1 Recognize the importance of teamwork and its impact on operations.
- 1.6.2 Explain the roles and responsibilities of the individual as part of the team.
- 1.6.3 Describe the interpersonal skills that contribute to leadership and teamwork (e.g., empathy, listening, respect, unconditional positive regard).
- 1.6.4 Discuss the importance of relating to the culture and climate of an organization.
- 1.6.5 Assist associates to develop their careers within law and public safety services.
- 1.6.6 Facilitate the induction of new employees into the informal organization.

Correlated English Language Arts Academic Content Benchmarks

- *Use a variety of strategies to enhance listening comprehension.* (Communication: Oral and Visual A, 8-10; Communication: Oral and Visual A, 11-12)
- *Select and use effective speaking strategies for a variety of audiences, situations and purposes.* (Communication: Oral and Visual C, 11-12)

Correlated Social Studies Academic Content Benchmarks

- *Analyze how issues may be viewed differently by various cultural groups.* (People in Societies A, 11-12)
- *Work in groups to analyze an issue and make decisions.* (Social Studies Skills and Methods D, 11-12)

Unit 2: Business Processes

(Industry-Driven Authentic Assessment, See Appendix)

BIL: *Essential*

EDU:	12	AD
	P	R

Competency 2.1: Explain the jurisdictions of the federal, state and local law and public safety agencies and courts.

Descriptors:

- 2.1.1 Identify types of organizations and their respective functions.
- 2.1.2 Describe and explain the mission and function of the various agencies.
- 2.1.3 Use organizational charts to analyze the hierarchy and workplace operations.
- 2.1.4 Prepare a diagram/chart/model that illustrates the workflow through a law or public safety organization.
- 2.1.5 Describe the critical customers, suppliers and stakeholders for the organization.

Correlated English Language Arts Academic Content Benchmarks

- *Compile, organize and evaluate information, take notes and summarize findings.* (Research B, 11-12)

- *Communicate findings, reporting on the substance and processes orally, visually and in writing or through multimedia.* (Research E, 8-10; Research E, 11-12)

Correlated Social Studies Academic Content Benchmark

- *Evaluate, take and defend positions about issues concerning the alignment of the characteristics of American democracy with realities in the United States today.* (Government A, 11-12)

BIL: *Essential*

EDU:	12	AD
	P	R

Competency 2.2: Explain how various law and public safety organizations work together to generate services.

Descriptors:

- 2.2.1 Describe the scope of community resources available.
- 2.2.2 Explain the barriers to inter-agency relations and collaboration.
- 2.2.3 Describe strategies to alleviate communication barriers.
- 2.2.4 Discuss jurisdictional issues.
- 2.2.5 Explain strategies to clearly delineate incident command responsibilities.

Correlated English Language Arts Academic Content Benchmarks

- *Formulate open-ended research questions suitable for investigation and adjust questions as necessary while research is conducted.* (Research A, 8-10)
- *Formulate open-ended research questions suitable for inquiry and investigation and adjust questions as necessary while research is conducted.* (Research A, 11-12)
- *Compile, organize and evaluate information, take notes and summarize findings.* (Research B, 11-12)

Correlated Social Studies Academic Content Benchmarks

- *Analyze how scarcity of productive resources affects supply, demand, inflation and economic choices.* (Economics A, 11-12)
- *Evaluate various means for citizens to take action on a particular issue.* (Citizenship Rights and Responsibilities A, 11-12)

BIL: *Essential*

EDU:	12	AD
	I	P

Competency 2.3: Examine administration, leadership and supervision in law and public safety organizations.

Descriptors:

- 2.3.1 Differentiate between administration, leadership and supervision in law and public safety organizations.
- 2.3.2 Discuss the functions and roles of administration and supervision.
- 2.3.3 Describe the importance of communication and the different communication styles and how they vary depending on the situation.
- 2.3.4 Discuss the psychological and social aspects of administration and supervision.

Correlated English Language Arts Academic Content Benchmarks

- *Use multiple resources to enhance comprehension of vocabulary.* (Acquisition of Vocabulary F, 8-10; Acquisition of Vocabulary E, 11-12)
- *Analyze the techniques used by speakers and media to influence an audience, and evaluate the effect this has on the credibility of a speaker or media message.* (Communication: Oral and Visual B, 8-10)

BIL: ***Essential***

EDU:	12	AD
	I	P

Competency 2.4: Examine administration, supervision and leadership styles and techniques in law and public safety organizations.

Descriptors:

- 2.4.1 Describe the different leadership styles.
- 2.4.2 Discuss the concepts of vision, mission, tasks, objectives and goals.
- 2.4.3 Identify the importance of chain of command and span of control.
- 2.4.4 Describe the various methods for creating a professional work environment.
- 2.4.5 Describe incident mapping and how it is used by law and public safety organizations.

BIL: ***Essential***

EDU:	12	AD
	I	P

Competency 2.5: Examine roles of law and public safety administrators interfacing with the public.

Descriptors:

- 2.5.1 Describe external forces that impact law and public safety organizations.
- 2.5.2 Identify ways to build community partnerships.
- 2.5.3 Discuss the role of the media and how to develop positive relations with the media.
- 2.5.4 Describe the role of administrators in citizen complaints.

Correlated Social Studies Academic Content Benchmarks

- *Explain the role of diverse cultural institutions in shaping American society.* (People in Societies C, 11-12)

BIL: ***Essential***

EDU:	12	AD
	I	P

Competency 2.6: Discuss the impact of economic, social and technological changes in law and public safety.

Descriptors:

- 2.6.1 Discuss the impact of economic growth/decline.
- 2.6.2 Discuss the impact of social changes including consumer confidence, clientele attitudes and preferences, demographics, population shifts, etc.

- 2.6.3 Discuss the impact of technological changes including communications and information technology.
- 2.6.4 Discuss the major challenges surrounding the privatization of services.

Correlated Mathematics Academic Content Benchmarks

- *Construct convincing arguments based on analysis of data and interpretation of graphs.* (Data Analysis and Probability F, 8-10)
- *Locate and interpret mathematical information accurately, and communicate ideas, processes and solutions in a complete and easily understood manner.* (Mathematical Processes H, 8-10)

Correlated Social Studies Academic Content Benchmarks

- *Analyze how scarcity of productive resources affects supply, demand, inflation and economic choices.* (Economics A, 11-12)
- *Identify factors which inhibit or spur economic growth and cause expansions or recessions.* (Economics B, 11-12)
- *Analyze the role of fiscal and regulatory policies in a mixed economy.* (Economics D, 11-12)

BIL: ***Essential***

EDU:	12	AD
	I	P

Competency 2.7: **Discuss how planning and budgeting are used to accomplish organizational goals and objectives through legislative requirements.**

Descriptors:

- 2.7.1 Discuss the impact of long-term goals and planning on organization performance.
- 2.7.2 Discuss how work plans and budgets are used to allocate people and resources.
- 2.7.3 Identify reports used to track performance and resources, and explain how they are used.
- 2.7.4 Describe how improvements are identified and modifications are implemented.
- 2.7.5 Describe the most critical performance problems that law and public safety organizations typically face.

Correlated English Language Arts Academic Content Benchmarks

- *Demonstrate comprehension of print and electronic text by responding to questions (e.g., literal, inferential, evaluative and synthesizing).* (Reading Process B, 8-10; Reading Process B, 11-12)
- *Evaluate the usefulness and credibility of data and sources and synthesize information from multiple sources.* (Research C, 11-12)

Correlated Mathematics Academic Content Benchmarks

- *Estimate, compute and solve problems involving real numbers, including ratio, proportion and percent, and explain solutions.* (Number, Number Sense and Operations G, 8-10)
- *Write and solve real-world, multi-step problems involving money, elapsed time and temperature, and verify reasonableness of solutions.* (Measurement F, 8-10)
- *Solve systems of linear equations involving two variables graphically and symbolically.* (Patterns, Functions and Algebra H, 8-10)

Correlated Social Studies Academic Content Benchmarks

- *Analyze how scarcity of productive resources affects supply, demand, inflation and economic choices.* (Economics A, 11-12)

BIL: *Essential*

EDU:	12	AD
	I	P

Competency 2.8: Discuss basic procedures in the accounting cycle.

Descriptors:

- 2.8.1 Discuss the procedure for obtaining revenue for operations.
- 2.8.2 Describe job costing with direct and indirect costs.
- 2.8.3 Discuss basic economic concepts (e.g., supply, demand, cost, value).
- 2.8.4 Interpret financial statements (e.g., balance sheet).
- 2.8.5 Identify financial reports used to track performance.
- 2.8.6 Describe the basic application of internal and external accounting.
- 2.8.7 Describe the essential nature of fiscal responsibility and value.
- 2.8.8 *Discuss the general procedure for dispersing funds.*

Correlated Mathematics Academic Content Benchmarks

- *Estimate, compute and solve problems involving real numbers, including ratio, proportion and percent, and explain solutions.* (Number, Number Sense and Operations G, 8-10)
- *Translate information from one representation (words, table, graph or equation) to another representation of a relation or function.* (Patterns, Functions and Algebra C, 8-10)
- *Communicate mathematical ideas orally and in writing with a clear purpose and appropriate for a specific audience.* (Mathematical Processes I, 11-12)

Correlated Social Studies Academic Content Benchmark

- *Analyze how scarcity of productive resources affects supply, demand, inflation and economic choices.* (Economics A, 11-12)

BIL: *Essential*

EDU:	12	AD
	I	P

Competency 2.9: Maintain material control and product inventories necessary to meet requirements.

Descriptors:

- 2.9.1 Calculate inventory needs and describe ordering strategies.
- 2.9.2 Describe procedures to access inventory.
- 2.9.3 Utilize technology to manage inventory.

Correlated Mathematics Academic Content Benchmarks

- *Estimate, compute and solve problems involving real numbers, including ratio, proportion and percent, and explain solutions.* (Number, Number Sense and Operations G, 8-10)
- *Construct convincing arguments based on analysis of data and interpretation of graphs.* (Data Analysis and Probability F, 8-10)

- *Create and analyze tabular and graphical displays of data using appropriate tools, including spreadsheets and graphing calculators. (Data Analysis and Probability A, 11-12)*

Correlated Social Studies Academic Content Benchmarks

- *Analyze how scarcity of productive resources affects supply, demand, inflation and economic choices. (Economics A, 11-12)*

BIL: ***Essential***

EDU:	12	AD
	I	P

Competency 2.10: Explain how law and public safety agencies manage relationships with constituents and end users.

Descriptors:

- 2.10.1 Conduct in-depth investigation to identify internal and external customer needs.
- 2.10.2 Describe the relationship between meeting customer needs and organization success.
- 2.10.3 Maintain customer satisfaction and address customer problems and complaints efficiently.
- 2.10.4 Communicate with internal and/or external customers to ensure that services meet customer requirements.
- 2.10.5 Describe public relations procedures and strategies for working with the media.

Correlated English Language Arts Academic Content Benchmarks

- *Formulate open-ended research questions suitable for inquiry and investigation and adjust questions as necessary while research is conducted. (Research A, 11-12)*
- *Use a variety of strategies to enhance listening comprehension. (Communication: Oral and Visual A, 8-10; Communication: Oral and Visual A, 11-12)*
- *Select and use effective speaking strategies for a variety of audiences, situations and purposes. (Communication: Oral and Visual C, 11-12)*

Correlated Social Studies Academic Content Benchmark

- *Work in groups to analyze an issue and make decisions. (Social Studies Skills and Methods D, 11-12)*

BIL: ***Essential***

EDU:	12	AD
	I	P

Competency 2.11: Analyze practices for managing human resources.

Descriptors:

- 2.11.1 Describe human resource functions and strategies (e.g., recruiting, training, managing, evaluating, motivating).
- 2.11.2 Summarize wage and hour, discrimination, harassment, and access based on federal, state and local laws.
- 2.11.3 Manage an employee performance development/improvement plan.
- 2.11.4 Recognize signs of addiction, substance abuse, stress and mental illness, and comply with appropriate laws and agency policies.

2.11.5 Describe human resource functions with organized labor.

Correlated English Language Arts Academic Content Benchmarks

- *Apply reading comprehension strategies to understand grade-appropriate text.* (Reading Process A, 8-10; Reading Process A, 11-12)
- *Demonstrate comprehension of print and electronic text by responding to questions (e.g., literal, inferential, evaluative and synthesizing).* (Reading Process B, 8-10; Reading Process B, 11-12)

Correlated Mathematics Academic Content Benchmarks

- *Locate and interpret mathematical information accurately, and communicate ideas, processes and solutions in a complete and easily understood manner.* (Mathematical Processes H, 8-10)

BIL: ***Essential***

EDU:	12	AD
	I	P

Competency 2.12: Explain the measures used by law and public safety organizations to manage and improve performance.

Descriptors:

- 2.12.1 Define and explain the measures for financial performance (e.g. cost reduction, asset utilization).
- 2.12.2 Define and explain the measures for service and internal operations performance (e.g., customer satisfaction, service quality, cycle time).
- 2.12.3 Define and explain the measures for organizational compliance and health, safety and environmental performance (e.g., audit findings, lost time accidents).

Correlated Mathematics Academic Content Benchmarks

- *Construct convincing arguments based on analysis of data and interpretation of graphs.* (Data Analysis and Probability F, 8-10)
- *Locate and interpret mathematical information accurately, and communicate ideas, processes and solutions in a complete and easily understood manner.* (*Mathematical Processes H, 8-10*)

Correlated Social Studies Academic Content Benchmark

- *Analyze how scarcity of productive resources affects supply, demand, inflation and economic choices.* (Economics A, 11-12)

BIL: ***Essential***

EDU:	12	AD
	P	R

Competency 2.13: Demonstrate effective use of technology.

Descriptors:

- 2.13.1 Operate office and field technology (e.g., email, fax, phones).
- 2.13.2 Create documents using a computer (e.g. text document, spreadsheet, database).
- 2.13.3 Access and conduct research on the Internet.
- 2.13.4 Access client/product information from electronic sources.

- 2.13.5 Create documents using graphics and publishing software.
- 2.13.6 Perform calculations and analysis on data.

Correlated English Language Arts Academic Content Benchmarks

- *Produce functional documents that report, organize and convey information and ideas accurately, foresee readers’ problems or misunderstandings and that include formatting techniques that are user friendly.* (Writing Applications C, 11-12)
- *Evaluate the usefulness and credibility of data and sources and synthesize information from multiple sources.* (Research C, 11-12)

Correlated Mathematics Academic Content Benchmarks

- *Construct convincing arguments based on analysis of data and interpretation of graphs.* (Data Analysis and Probability F, 8-10)
- *Create and analyze tabular and graphical displays of data using appropriate tools, including spreadsheets and graphing calculators.* (Data Analysis and Probability A, 11-12)
- *Use descriptive statistics to analyze and summarize data, including measures of center, dispersion, correlation and variability.* (Data Analysis and Probability B, 11-12)
- *Locate and interpret mathematical information accurately, and communicate ideas, processes and solutions in a complete and easily understood manner.* (Mathematical Processes H, 8-10)

BIL: *Essential*

EDU:	12	AD
	I	P

Competency 2.14: Interpret schematics, maps and Geographic Information Systems (GIS).

Descriptors:

- 2.14.1 Differentiate between a schematic, map and GIS.
- 2.14.2 Describe appropriate uses for schematics, maps and GIS.
- 2.14.3 Use the legend to identify points on schematic/map.
- 2.14.4 Employ GIS capabilities in daily operations.

Correlated English Language Arts Academic Content Benchmarks

- *Evaluate how features and characteristics make information accessible and usable and how structures help authors achieve their purposes.* (Reading Applications: Informational, Technical and Persuasive Text A, 8-10)

Correlated Social Studies Academic Content Benchmarks

- *Use appropriate data sources and geographic tools to analyze and evaluate public policies.* (Geography C, 11-12)

Unit 3: Communications
(Industry-Driven Authentic Assessment, See Appendix)

BIL: *Essential*

EDU:	12	AD
	P	R

Competency 3.1: Write and utilize coherent and focused technical communications and/or grants that support a defined perspective for law and public safety services.

Descriptors:

- 3.1.1 Use various note-taking techniques to summarize main ideas.
- 3.1.2 Structure ideas and arguments in an organized manner that are supported by relevant documentation and/or examples.
- 3.1.3 Write messages using language that is appropriate for the intended audience and purpose.
- 3.1.4 Use correct spelling, grammar, capitalization and punctuation.
- 3.1.5 Identify positions from relevant research and resources.
- 3.1.6 Calculate and interpret descriptive statistics to communicate and support predictions and conclusions.
- 3.1.7 Utilize tables, charts and graphs to clarify textual explanations and support arguments.

Correlated English Language Arts Academic Content Benchmarks

- *Formulate writing ideas, and identify a topic appropriate to the purpose and audience. (Writing Processes A, 8-10; Writing Processes A, 11-12)*
- *Prepare writing for publication that is legible, follows an appropriate format and uses techniques such as electronic resources and graphics. (Writing Processes F, 8-10)*
- *Prepare writing for publication that follows an appropriate format and uses a variety of techniques to enhance the final product. (Writing Processes F, 11-12)*
- *Edit to improve sentence fluency, grammar and usage. (Writing Processes D, 8-10)*
- *Produce functional documents that report, organize and convey information and ideas accurately, foresee readers' problems or misunderstandings and that include formatting techniques that are user friendly. (Writing Applications C, 11-12)*
- *Organize information from various resources and select appropriate sources to support central ideas, concepts and themes. (Research C, 8-10)*

Correlated Mathematics Academic Content Benchmarks

- *Evaluate different graphical representations of the same data to determine which is the most appropriate representation for an identified purpose. (Data Analysis and Probability B, 8-10)*
- *Construct convincing arguments based on analysis of data and interpretation of graphs. (Data Analysis and Probability F, 8-10)*
- *Create and analyze tabular and graphical displays of data using appropriate tools, including spreadsheets and graphing calculators. (Data Analysis and Probability A, 11-12)*
- *Use descriptive statistics to analyze and summarize data, including measures of center, dispersion, correlation and variability. (Data Analysis and Probability B, 11-12)*
- *Locate and interpret mathematical information accurately, and communicate ideas, processes and solutions in a complete and easily understood manner. (Mathematical Processes H, 8-10)*

BIL: Essential

EDU:	12	AD
	P	R

Competency 3.2: Deliver formal and informal presentations that demonstrate organization and delivery skills.

Descriptors:

- 3.2.1 Demonstrate appropriate usage of grammar, diction and sentence structure.
- 3.2.2 Communicate main ideas and supporting facts to achieve purpose of communication.
- 3.2.3 Use appropriate technology to enhance clarity and persuasiveness.
- 3.2.4 Use proper organization and structure to achieve coherence.
- 3.2.5 Use technical terms, references and quoted material properly.
- 3.2.6 Engage an audience using appropriate vocal variety and gestures.

Correlated English Language Arts Academic Content Benchmarks

- *Demonstrate an understanding of effective speaking strategies by selecting appropriate language and adjusting presentation techniques.* (Communication: Oral and Visual D, 8-10)
- *Select and use effective speaking strategies for a variety of audiences, situations and purposes.* (Communication: Oral and Visual C, 11-12)
- *Give presentations using a variety of delivery methods, visual displays and technology.* (Communication: Oral and Visual G, 8-10; Communication: Oral and Visual F, 11-12)

BIL: *Essential*

EDU:	12	AD
	P	R

Competency 3.3: Listen and speak effectively to contribute to group discussions and meetings.

Descriptors:

- 3.3.1 Conduct meetings in a timely, organized, professional manner.
- 3.3.2 Clarify the purpose and goals of a discussion or meeting.
- 3.3.3 Demonstrate respect for diverse positions, values and cultures.
- 3.3.4 Give and receive feedback appropriately.
- 3.3.5 Summarize the results of the meeting, including agreements and disagreements.
- 3.3.6 Speak succinctly and clearly to convey information.
- 3.3.7 Communicate with non-English speaking populations.

Correlated English Language Arts Academic Content Benchmarks

- *Use a variety of strategies to enhance listening comprehension.* (Communication: Oral and Visual A, 8-10; Communication: Oral and Visual A, 11-12)
- *Select and use effective speaking strategies for a variety of audiences, situations and purposes.* (Communication: Oral and Visual C, 11-12)
- *Demonstrate an understanding of effective speaking strategies by selecting appropriate language and adjusting presentation techniques.* (Communication: Oral and Visual D, 8-10)
- *Give informational presentations that present ideas in a logical sequence, include relevant facts and details from multiple sources and use a consistent organizational structure.* (Communication: Oral and Visual E, 8-10)

Correlated Social Studies Academic Content Benchmarks

- *Analyze how issues may be viewed differently by various cultural groups.* (People in Societies A, 11-12)
- *Work in groups to analyze an issue and make decisions.* (Social Studies Skills and Methods D, 11-12)

BIL: *Essential*

EDU:	12	AD
	P	R

Competency 3.4: Apply active listening skills to obtain and clarify information provided in oral communications.

Descriptors:

- 3.4.1 Identify and apply active listening techniques, both one to one and in team/group meetings.
- 3.4.2 Interpret verbal cues/behaviors to enhance communication.
- 3.4.3 Interpret nonverbal cues/behaviors to enhance communication.
- 3.4.4 Paraphrase and repeat information to confirm understanding.
- 3.4.5 Record and summarize information in written notes.
- 3.4.6 Ask questions to seek or confirm understanding.

Correlated English Language Arts Academic Content Benchmarks

- *Use a variety of strategies to enhance listening comprehension.* (Communication: Oral and Visual A, 8-10; Communication: Oral and Visual A, 11-12)
- *Select and use effective speaking strategies for a variety of audiences, situations and purposes.* (Communication: Oral and Visual C, 11-12)

BIL: ***Essential***

EDU:	12	AD
	I	P

Competency 3.5: Utilize written documents to direct law and public safety operations.

Descriptors:

- 3.5.1 Identify types of reports (e.g. quality assurance, shift turnover, schedules, preventive maintenance).
- 3.5.2 Generate work orders, including change order requests.
- 3.5.3 Complete reports in accordance with established standards.
- 3.5.4 Identify the components of contract documents.
- 3.5.5 File reports with appropriate personnel.
- 3.5.6 Disseminate written information from various sources to co-workers and clients.

Correlated English Language Arts Academic Content Benchmarks

- *Use multiple resources to enhance comprehension of vocabulary.* (Acquisition of Vocabulary F, 8-10; Acquisition of Vocabulary E, 11-12)
- *Apply editing strategies to eliminate slang and improve conventions.* (Writing Processes D, 11-12)
- *Produce functional documents that report, organize and convey information and ideas accurately, foresee readers' problems or misunderstandings and that include formatting techniques that are user friendly.* (Writing Applications C, 11-12)

Correlated Mathematics Academic Content Benchmarks

- *Estimate, compute and solve problems involving real numbers, including ratio, proportion and percent, and explain solutions.* (Number, Number Sense and Operations G, 8-10)

- *Construct convincing arguments based on analysis of data and interpretation of graphs.* (Data Analysis and Probability F, 8-10)

BIL: ***Essential***

EDU:	12	AD
	I	P

Competency 3.6: Conduct interviews to access critical information.

Descriptors:

- 3.6.1 Determine key information to be obtained.
- 3.6.2 Interpret verbal and non-verbal communications.
- 3.6.3 Differentiate between facts, opinions and feelings.
- 3.6.4 Describe techniques for overcoming barriers to communication.
- 3.6.5 Identify legal restrictions of conducting an interview.

Correlated English Language Arts Academic Content Benchmarks

- *Demonstrate comprehension of print and electronic text by responding to questions (e.g., literal, inferential, evaluative and synthesizing).* (Reading Process B, 8-10; Reading Process B, 11-12)
- *Use a variety of strategies to enhance listening comprehension.* (Communication: Oral and Visual A, 8-10; Communication: Oral and Visual A, 11-12)
- *Analyze the techniques used by speakers and media to influence an audience, and evaluate the effect this has on the credibility of a speaker or media message.* (Communication: Oral and Visual B, 8-10)

BIL: ***Essential***

EDU:	12	AD
	I	P

Competency 3.7: Assess crisis negotiations to promote the safety of individuals and the public.

Descriptors:

- 3.7.1 Explain the principles of crisis negotiations.
- 3.7.2 Describe various methods of conducting negotiations.
- 3.7.3 Explain how to establish perimeters in a crisis situation.
- 3.7.4 Recognize the psychological impact on hostages.

BIL: ***Essential***

EDU:	12	AD
	I	P

Competency 3.8: Assess situations involving specialized interpersonal skills.

Descriptors:

- 3.8.1 Describe strategies to interact with those individuals exhibiting signs of mental illness.
- 3.8.2 Demonstrate techniques to handle various domestic disputes.
- 3.8.3 Explain strategies and guidelines for dealing with juveniles.
- 3.8.4 Describe the interpersonal skills needed to communicate and comfort individuals who experience a critical incident.

Unit 4: Legal and Ethical Responsibilities

BIL: *Essential*

EDU:	12	AD
	P	R

Competency 4.1: Differentiate legal and ethical issues.

Descriptors:

- 4.1.1 Define and discuss “legal” and “ethical” issues.
- 4.1.2 Translate legal and ethical issues to law and public safety.
- 4.1.3 Define liability and negligence.
- 4.1.4 Discuss protections against liability.

Correlated English Language Arts Academic Content Benchmark

- *Use multiple resources to enhance comprehension of vocabulary.* (Acquisition of Vocabulary F, 8-10; Acquisition of Vocabulary E, 11-12)

Correlated Social Studies Academic Content Benchmarks

- *Evaluate, take and defend positions about issues concerning the alignment of the characteristics of American democracy with realities in the United States today.* (Government A, 11-12)
- *Critique data and information to determine the adequacy of support for conclusions.* (Social Studies Skills and Methods B, 11-12)

BIL: *Essential*

EDU:	12	AD
	P	R

Competency 4.2: Perform duties according to laws, regulations and contract provisions.

Descriptors:

- 4.2.1 Identify governmental laws, regulations and codes pertinent to a specific agency.
- 4.2.2 Comply with state, local and federal acts and other pertinent legislation (e.g., open records laws, harassment, discrimination, labor laws, profiling).
- 4.2.3 Comply with state, local and federal legislation, and regulatory agencies as it relates to union and/or non-union practices.
- 4.2.4 Describe the interrelationships between state, local and national codes.
- 4.2.5 Compare/contrast the roles of various regulatory agencies (e.g. content of laws, regulation of jurisdictions).
- 4.2.6 Identify personal and organizational ramifications for failure to comply with government laws and regulations.
- 4.2.7 Follow the chain of command of various public safety command structures.
- 4.2.8 Discuss the chain of custody for property.

Correlated English Language Arts Academic Content Benchmarks

- *Demonstrate comprehension of print and electronic text by responding to questions (e.g., literal, inferential, evaluative and synthesizing).* (Reading Process B, 8-10; Reading Process B, 11-12)
- *Use multiple resources to enhance comprehension of vocabulary.* (Acquisition of Vocabulary F, 8-10; Acquisition of Vocabulary E, 11-12)

Correlated Social Studies Academic Content Benchmark

- *Evaluate, take and defend positions about issues concerning the alignment of the characteristics of American democracy with realities in the United States today.* (Government A, 11-12)

BIL: *Essential*

EDU:	12	AD
	P	R

Competency 4.3: Complete work-related duties within an ethical framework.

Descriptors:

- 4.3.1 Identify the Ohio Ethics Law, related statutes and rulings.
- 4.3.2 Identify the code of ethics within the profession.
- 4.3.3 Demonstrate ethical behavior when interacting with colleagues both internal and external to the profession.
- 4.3.4 Maintain confidentiality and limit exposure of sensitive information to those who have a legal right to the information (e.g., Health Insurance Portability and Accounting Act [HIPPA]).
- 4.3.5 Describe the ethical impact of positive cultural sensitivity.

Correlated English Language Arts Academic Content Benchmark

- *Demonstrate comprehension of print and electronic text by responding to questions (e.g., literal, inferential, evaluative and synthesizing).* (Reading Process B, 8-10; Reading Process B, 11-12)

Correlated Social Studies Academic Content Benchmarks

- *Explain the role of diverse cultural institutions in shaping American society.* (People in Societies C, 11-12)
- *Evaluate, take and defend positions about issues concerning the alignment of the characteristics of American democracy with realities in the United States today.* (Government A, 11-12)

BIL: *Essential*

EDU:	12	AD
	P	R

Competency 4.4: Assess the implications of ethical/unethical behavior.

Descriptors:

- 4.4.1 Identify the legal ramifications of unethical behavior under the law.
- 4.4.2 Identify the ramifications of unethical actions professionally and personally.
- 4.4.3 Compare/contrast personal, professional and organizational ethics.
- 4.4.4 Describe issues relating to potential conflicts of interest between personal and organizational ethics.
- 4.4.5 Identify strategies for responding to the unethical actions of individuals and organizations.

Correlated English Language Arts Academic Content Benchmark

- *Compile, organize and evaluate information, take notes and summarize findings.* (Research B, 11-12)

Correlated Social Studies Academic Content Benchmark

- *Explain how the exercise of a citizen’s rights and responsibilities helps to strengthen a democracy.* (Citizen Rights and Responsibilities B, 11-12)

**Unit 5: Safety and Environment
(Industry-Driven Authentic Assessment, See Appendix)**

BIL: ***Essential***

EDU:	12	AD
	P	R

Competency 5.1: Maintain general safety in accordance with government regulations, health standards, organization policies and practices.

Descriptors:

- 5.1.1 Maintain and wear personal protective equipment (PPE) as appropriate.
- 5.1.2 Check and correct potential hazards (e.g., hair, jewelry, clothing).
- 5.1.3 Follow established procedures for the use of safety apparatus and equipment including fall protection.
- 5.1.4 Check power sources for potential hazards, and confirm proper grounding.
- 5.1.5 Shut down power equipment in dangerous situations using disconnect switches and established lock-out/tag-out (LO/TO) procedures.
- 5.1.6 Identify the location/operation of emergency flush showers, eye wash fountains, fire alarms and exits.
- 5.1.7 Maintain work areas in accordance with standards for cleanliness and safety.
- 5.1.8 Describe how to operate fire extinguishers and identify classes of fires.

BIL: ***Essential***

EDU:	12	AD
	P	R

Competency 5.2: Evaluate the human and ergonomic factors associated with law and public safety.

Descriptors:

- 5.2.1 Describe ergonomic factors of law and public safety services.
- 5.2.2 Identify body mechanics and repetitive motion associated with the work.
- 5.2.3 Demonstrate appropriate body mechanics in lifting and moving heavy objects.
- 5.2.4 Describe the ergonomic importance of properly operating various types of tools and equipment.
- 5.2.5 Wear personal protective devices in accordance with the ergonomic process.

Correlated English Language Arts Academic Content Benchmark

- *Apply knowledge of roots, affixes and phrases to aid understanding of content area vocabulary.* (Acquisition of Vocabulary D, 11-12)

BIL: ***Essential***

EDU:	12	AD
	P	R

Competency 5.3: Identify state, federal and local worker safety, health and environmental regulations.

Descriptors:

- 5.3.1 Examine the National Fire Protection Association (NFPA) guidelines.
- 5.3.2 Identify current Center for Disease Control (CDC) guidelines.
- 5.3.3 Discuss the Ohio and Federal Environmental Protection Agency (EPA) regulations.
- 5.3.4 Examine the Occupational Safety and Health Administration (OSHA).
- 5.3.5 Interpret personal safety rights according to employee’s Right-to-Know Plan/Hazardous Communications.
- 5.3.6 Interpret material safety data sheets (MSDS) and use materials accordingly.

Correlated English Language Arts Academic Content Benchmarks

- *Use context clues and text structures to determine the meaning of new vocabulary.* (Acquisition of Vocabulary A, 8-10)
- *Use appropriate self-monitoring strategies for comprehension.* (Reading Process C, 8-10; Reading Process C, 11-12)
- *Evaluate how features and characteristics make information accessible and usable and how structures help authors achieve their purposes.* (Reading Applications: Informational, Technical and Persuasive Text A, 8-10)

Correlated Social Studies Academic Content Benchmark

- *Obtain and evaluate information from public records and other resources related to a public policy issue.* (Social Studies Skills and Methods A, 11-12).

BIL: *Essential*

EDU:	12	AD
	P	R

Competency 5.4: Demonstrate practices that contribute to a healthy workplace environment.

Descriptors:

- 5.4.1 Identify potential occupational hazards related to various careers in law and public safety.
- 5.4.2 Establish safety training meetings with relevant topics.
- 5.4.3 Conduct and participate in accident/incident investigations.
- 5.4.4 Identify and correct unsafe actions of coworkers.
- 5.4.5 Examine access and egress procedures.

Correlated English Language Arts Academic Content Benchmarks

- *Use multiple resources to enhance comprehension of vocabulary.* (Acquisition of Vocabulary F, 8-10; Acquisition of Vocabulary E, 11-12)
- *Demonstrate comprehension of print and electronic text by responding to questions (e.g., literal, inferential, evaluative and synthesizing).* (Reading Process B, 8-10; Reading Process B, 11-12)
- *Give informational presentations that contain a clear perspective; present ideas from multiple sources in logical sequence; and include a consistent organizational structure.* (Communication: Oral and Visual E, 11-12)

Correlated Social Studies Academic Content Benchmarks

- *Obtain and evaluate information from public records and other resources related to a public policy issue.* (Social Studies Skills and Methods A, 11-12)

BIL: *Essential*

EDU:	12	AD
	P	R

Competency 5.5: Complete requirements for first aid/Cardiopulmonary Resuscitation (CPR) certification.

Descriptors:

- 5.5.1 Identify the laws pertinent to emergency care.
- 5.5.2 Acquire first aid certification.
- 5.5.3 Acquire Cardio-Pulmonary Resuscitation (CPR) certification.
- 5.5.4 Perform Automated External Defibrillation (AED).

Correlated English Language Arts Academic Content Benchmarks

- *Use multiple resources to enhance comprehension of vocabulary.* (Acquisition of Vocabulary F, 8-10; Acquisition of Vocabulary E, 11-12)
- *Demonstrate comprehension of print and electronic text by responding to questions (e.g., literal, inferential, evaluative and synthesizing).* (Reading Process B, 8-10; Reading Process B, 11-12)

BIL: *Essential*

EDU:	12	AD
	P	R

Competency 5.6: Complete and apply operations and safety training on pertinent equipment.

Descriptors:

- 5.6.1 Complete orientation to pertinent equipment before operating.
- 5.6.2 Conduct a post-training evaluation to assure equipment is operated safely.
- 5.6.3 Fulfill safety and health requirements for maintenance.
- 5.6.4 Monitor and operate equipment in compliance with both manufacturer's and organization regulations.

BIL: *Essential*

EDU:	12	AD
	P	R

Competency 5.7: Identify practices that contribute to a healthy environment.

Descriptors:

- 5.7.1 Describe strategies to reduce exposure to health-threatening environments (e.g., temperature, chemicals, communicable diseases, blood-borne pathogens).
- 5.7.2 Describe precautions required when handling toxic or flammable materials and blood-borne pathogens.
- 5.7.3 Describe the interactions of incompatible substances.
- 5.7.4 Explain basic sanitation, health and hygiene principles.

5.7.5 Describe strategies to eliminate substance abuse in the work environment.

BIL: *Essential*

EDU:	12	AD
	I	P

Competency 5.8: Handle hazardous materials in accordance with government regulations and health standards.

Descriptors:

- 5.8.1 Identify types of hazardous materials (e.g., chemical, biological).
- 5.8.2 Identify agencies available to assist in a hazardous materials incident (e.g., local Emergency Management Association [EMA], Environmental Protection Agency [EPA], Federal Emergency Management Association [FEMA]).
- 5.8.3 Interpret container label precautions.
- 5.8.4 Identify hazardous materials storage procedures in compliance with government regulations.
- 5.8.5 Explain proper disposal of hazardous materials in accordance with government regulations.
- 5.8.6 Explain a hazardous materials safety plan.

Correlated English Language Arts Academic Content Benchmarks

- *Apply reading comprehension strategies to understand grade-appropriate text.* (Reading Process A, 8-10; Reading Process A, 11-12)
- *Demonstrate comprehension of print and electronic text by responding to questions (e.g., literal, inferential, evaluative and synthesizing).* (Reading Process B, 8-10; Reading Process B, 11-12)

BIL: *Essential*

EDU:	12	AD
	P	R

Competency 5.9: Explain emergency response plans.

Descriptors:

- 5.9.1 Describe different types of emergency response plans (e.g., natural disaster, crisis planning, substance abuse).
- 5.9.2 Explain and discuss procedures to address an emergency.
- 5.9.3 Describe the personal protective equipment (PPE) and response equipment/materials needed for emergency response.
- 5.9.4 Explain the role of MSDS in an emergency response.
- 5.9.5 Practice universal precautions to protect against infection and communicable diseases.
- 5.9.6 Describe crisis identification and referral procedures.

Unit 6: Healthy Living Styles

BIL: *Essential*

EDU:	12	AD
	P	R

Competency 6.1: Assess the impact of healthy living styles on employability.

Descriptors:

- 6.1.1 Explain fitness standards for entry-level employment.
- 6.1.2 Identify common health risks related to the lifestyle of law and public safety professionals.
- 6.1.3 Identify benefits of maintaining healthy living styles.
- 6.1.4 Develop fitness goals utilizing concepts of healthy living.
- 6.1.5 Institute fitness plan for achieving goals.
- 6.1.6 Evaluate short- and long-term results of overall fitness plan.

BIL: Essential

EDU:	12	AD
	P	R

Competency 6.2: Assess the impact of stress on a healthy professional life style.

Descriptors:

- 6.2.1 Relate the concept of stress to law and public safety professionals.
- 6.2.2 Differentiate between stress and stressors.
- 6.2.3 Analyze the physical stress response (e.g., General Adaptation Syndrome).
- 6.2.4 Summarize the physical, emotional, behavioral and cognitive consequences of unmanaged stress.
- 6.2.5 Recognize the functions of employee assistance programs.
- 6.2.6 Describe how to handle employee concerns, complaints and grievances.

Correlated English Language Arts Academic Content Benchmark

- *Use multiple resources to enhance comprehension of vocabulary.* (Acquisition of Vocabulary F, 8-10; Acquisition of Vocabulary E, 11-12)

BIL: Essential

EDU:	12	AD
	P	R

Competency 6.3: Analyze psychological responses to stress.

Descriptors:

- 6.3.1 Identify psychological stressors.
- 6.3.2 Compare the relationship between personality types and the stress response.
- 6.3.3 Categorize coping strategies.
- 6.3.4 Critique ineffective coping behaviors.

BIL: Essential

EDU:	12	AD
	P	R

Competency 6.4: Describe the concept of Critical Incident Stress (CIS).

Descriptors:

- 6.4.1 Define CIS.
- 6.4.2 Identify types of critical incidents.
- 6.4.3 List factors that affect an individual's response to a critical incident.

Correlated English Language Arts Academic Content Benchmark

- *Use multiple resources to enhance comprehension of vocabulary.* (Acquisition of Vocabulary F, 8-10; Acquisition of Vocabulary E, 11-12)

Unit 7: Homeland Security

BIL: *Essential*

EDU:	12	AD
	I	P

Competency 7.1: Analyze critical infrastructure protection activities.

Descriptors:

- 7.1.1 Identify the state, local and federal efforts to protect the nation's infrastructure.
- 7.1.2 Discuss the barriers to protecting the nation's infrastructure.
- 7.1.3 Explain innovations designed/developed to enhance critical infrastructure security.
- 7.1.4 Discuss National Infrastructure Protection Plan (NIPP) and National Incident Management System (NIMS).
- 7.1.5 Discuss the need for interagency, intergovernmental collaboration.
- 7.1.6 Discuss the need for non-governmental organizations (NGO).

Correlated English Language Arts Academic Content Benchmarks

- *Use multiple resources to enhance comprehension of vocabulary.* (Acquisition of Vocabulary F, 8-10; Acquisition of Vocabulary E, 11-12)
- *Demonstrate comprehension of print and electronic text by responding to questions (e.g., literal, inferential, evaluative and synthesizing).* (Reading Process B, 8-10; Reading Process B, 11-12)

Correlated Social Studies Academic Content Benchmarks

- *Explain how the character and meaning of a place reflect a society's economics, politics, social values, ideology and culture.* (Geography A, 11-12)
- *Use appropriate data sources and geographic tools to analyze and evaluate public policies.* (Geography C, 11-12)
- *Evaluate, take and defend positions about issues concerning the alignment of the characteristics of American democracy with realities in the United States today.* (Government A, 11-12)

BIL: *Essential*

EDU:	12	AD
	I	P

Competency 7.2: Examine the state, local and federal agencies responsible for homeland security.

Descriptors:

- 7.2.1 Identify the agencies at each level.
- 7.2.2 Explain the functions, strengths and challenges of each agency.
- 7.2.3 Describe the hierarchy among the agencies.
- 7.2.4 Discuss the communication issues within and among agencies.
- 7.2.5 Discuss the legal issues within and among agencies.

Correlated Social Studies Academic Content Benchmark

- *Evaluate, take and defend positions about issues concerning the alignment of the characteristics of American democracy with realities in the United States today.* (Government A, 11-12)

BIL: *Essential*

EDU:	12	AD
	I	P

Competency 7.3: Explain emergency management and response strategies to natural and man-made disasters.

Descriptors:

- 7.3.1 Describe the training and preparation for first responders.
- 7.3.2 Discuss strategies and procedures for protecting public assets and resources (e.g., schools, government centers, water supplies).
- 7.3.3 Discuss strategies and procedures for protecting citizens at large gatherings (e.g., sporting events, festivals).
- 7.3.4 Describe decontamination and detection equipment.
- 7.3.5 Explain the first responder procedures for various threats (e.g., Regional Response and NIMS).
- 7.3.6 Explain and discuss potential civilian response issues (e.g., riot, looting, civil unrest).

Correlated Social Studies Academic Content Benchmarks

- *Use appropriate data sources and geographic tools to analyze and evaluate public policies.* (Geography C, 11-12).
- *Work in groups to analyze an issue and make decisions.* (Social Studies Skills and Methods D, 11-12)

BIL: *Essential*

EDU:	12	AD
	I	P

Competency 7.4: Examine detection and surveillance techniques for natural and man-made disasters.

Descriptors:

- 7.4.1 Identify the basic surveillance and detection equipment available.
- 7.4.2 Describe the function/purpose/availability/cost of this equipment.
- 7.4.3 Explain global tracking and analysis capabilities for threat reduction.
- 7.4.4 Discuss the legal parameters governing the use of this technology.

Correlated English Language Arts Academic Content Benchmarks

- *Use multiple resources to enhance comprehension of vocabulary.* (Acquisition of Vocabulary F, 8-10; Acquisition of Vocabulary E, 11-12)
- *Compile, organize and evaluate information, take notes and summarize findings.* (Research B, 11-12)

Correlated Social Studies Academic Content Benchmarks

- *Use appropriate data sources and geographic tools to analyze and evaluate public policies.* (Geography C, 11-12)
- *Evaluate, take and defend positions about issues concerning the alignment of the characteristics of American democracy with realities in the United States today.* (Government A, 11-12)

BIL: *Essential*

EDU:	12	AD
	I	P

Competency 7.5: Explain threat analysis and vulnerability assessment for natural and man-made disasters.

Descriptors:

- 7.5.1 Review Homeland Security Presidential Directives.
- 7.5.2 Identify the scope of threats to national security.
- 7.5.3 Describe the objective of the threat analysis and vulnerability assessment.
- 7.5.4 Discuss procedures for determining threats and their respective vulnerability.
- 7.5.5 Rank threats and a national vulnerability index to those threats.

Correlated English Language Arts Academic Content Benchmark

- *Demonstrate comprehension of print and electronic text by responding to questions (e.g., literal, inferential, evaluative and synthesizing).* (Reading Process B, 8-10; Reading Process B, 11-12)

Correlated Social Studies Academic Content Benchmark

- *Obtain and evaluate information from public records and other resources related to a public policy issue.* (Social Studies Skills and Methods A, 11-12)

BIL: *Essential*

EDU:	12	AD
	I	P

Competency 7.6: Analyze the impact of intelligence on threat analysis.

Descriptors:

- 7.6.1 Explain the legal constraints to gathering and sharing information.
- 7.6.2 Describe strategies used to gather information within and outside the country.
- 7.6.3 Discuss the validity of various information sources.
- 7.6.4 Describe the operational barriers to gathering and sharing intelligence information.
- 7.6.5 Review related documents on threat analysis (e.g., National Criminal Intelligence Plan and the 9/11 Report).

Correlated English Language Arts Academic Content Benchmarks

- *Demonstrate comprehension of print and electronic text by responding to questions (e.g., literal, inferential, evaluative and synthesizing).* (Reading Process B, 8-10; Reading Process B, 11-12)
- *Evaluate the usefulness and credibility of data and sources.* (Research B, 8-10)

Correlated Social Studies Academic Content Benchmarks

- Evaluate the reliability and credibility of sources. (Social Studies Skills and Methods A, 9-10)
- Evaluate, take and defend positions about issues concerning the alignment of the characteristics of American democracy with realities in the United States today. (Government A, 11-12)
- Explain how the U.S. Constitution has evolved including its philosophical foundations, amendments, and court interpretations. (Government B, 11-12)
- Obtain and evaluate information from public records and other resources related to a public policy issue. (Social Studies Skills and Methods A, 11-12)

BIL: *Essential*

EDU:	12	AD
	I	P

Competency 7.7: Describe cyber-security in relation to national security.

Descriptors:

- 7.7.1 Identify the issues impacting cyber-security and channels of communication.
- 7.7.2 Relate issues of cyber-security to national security.
- 7.7.3 Describe the vulnerability of cyber communications.
- 7.7.4 Describe the technology used to protect cyber information.
- 7.7.5 Identify strategies to protect the channels of communication.

BIL: *Essential*

EDU:	12	AD
	I	P

Competency 7.8: Describe international border protection activities.

Descriptors:

- 7.8.1 Discuss the challenges of border protection.
- 7.8.2 Describe the immigration issues affecting national security.
- 7.8.3 Discuss the threat index of border vulnerability (e.g., continental and non-continental states).
- 7.8.4 Identify strategies and procedures used to protect the nation’s borders.
- 7.8.5 Discuss law and regulations relating to border protection.

Correlated English Language Arts Academic Content Benchmark

- Demonstrate comprehension of print and electronic text by responding to questions (e.g., literal, inferential, evaluative and synthesizing). (Reading Process B, 8-10; Reading Process B, 11-12)

Correlated Social Studies Academic Content Benchmarks

- Use appropriate data sources and geographic tools to analyze and evaluate public policies. (Geography C, 11-12)
- Evaluate, take and defend positions about issues concerning the alignment of the characteristics of American democracy with realities in the United States today. (Government A, 11-12)

BIL: *Essential*

EDU:	12	AD
	I	P

Competency 7.9: Analyze the transportation protection systems.

Descriptors:

- 7.9.1 Describe the major points of vulnerability in the nation’s transportation systems.
- 7.9.2 Rank the transportation carriers in relation to their vulnerability.
- 7.9.3 Explain the procedures established to counter threats for each carrier.
- 7.9.4 Identify the agency responsible for the safety of each carrier.
- 7.9.5 Discuss laws and regulations relating to transportation protection systems.

Correlated English Language Arts Academic Content Benchmark

- *Demonstrate comprehension of print and electronic text by responding to questions (e.g., literal, inferential, evaluative and synthesizing).* (Reading Process B, 8-10; Reading Process B, 11-12)

Correlated Mathematics Academic Content Benchmarks

- *Construct convincing arguments based on analysis of data and interpretation of graphs.* (Data Analysis and Probability F, 8-10)
- *Locate and interpret mathematical information accurately, and communicate ideas, processes and solutions in a complete and easily understood manner.* (Mathematical Processes H, 8-10)

Correlated Social Studies Academic Content Benchmarks

- *Use appropriate data sources and geographic tools to analyze and evaluate public policies.* (Geography C, 11-12)
- *Evaluate, take and defend positions about issues concerning the alignment of the characteristics of American democracy with realities in the United States today.* (Government A, 11-12)
- *Critique data and information to determine the adequacy of support for conclusions.* (Social Studies Skills and Methods B, 11-12)

BIL: *Essential*

EDU:	12	AD
	I	P

Competency 7.10: Examine agro-security in relation to national security for natural and man-made disasters.

Descriptors:

- 7.10.1 Identify the agencies responsible for protecting the nation’s food supply.
- 7.10.2 Describe the scope of the agriculture system and the food supply systems.
- 7.10.3 Identify points of vulnerability within the systems.
- 7.10.4 Describe procedures designed to protect these systems.

Correlated Mathematics Academic Content Benchmarks

- *Construct convincing arguments based on analysis of data and interpretation of graphs.* (Data Analysis and Probability F, 8-10)
- *Locate and interpret mathematical information accurately, and communicate ideas, processes and solutions in a complete and easily understood manner.* (Mathematical Processes H, 8-10)

Correlated Social Studies Academic Content Benchmarks

- *Use appropriate data sources and geographic tools to analyze and evaluate public policies.* (Geography C, 11-12)
- *Critique data and information to determine the adequacy of support for conclusions.* (Social Studies Skills and Methods B, 11-12)

BIL: ***Essential***

EDU:	12	AD
	I	P

Competency 7.11: Analyze potential threats to the nation’s energy, water supply and communication networks from natural and man-made disasters.

Descriptors:

- 7.11.1 Describe the various sources of water supply, energy and communication networks.
- 7.11.2 Explain potential threats to each source.
- 7.11.3 Describe procedures designed to protect these sources.

Correlated Mathematics Academic Content Benchmarks

- *Construct convincing arguments based on analysis of data and interpretation of graphs.* (Data Analysis and Probability F, 8-10)
- *Locate and interpret mathematical information accurately, and communicate ideas, processes and solutions in a complete and easily understood manner.* (Mathematical Processes H, 8-10)

Correlated Social Studies Academic Content Benchmarks

- *Use appropriate data sources and geographic tools to analyze and evaluate public policies.* (Geography C, 11-12)
- *Critique data and information to determine the adequacy of support for conclusions.* (Social Studies Skills and Methods B, 11-12)

BIL: ***Essential***

EDU:	12	AD
	I	P

Competency 7.12: Analyze potential chemical, biological and nuclear threats to homeland security.

Descriptors:

- 7.12.1 Identify the agencies responsible for protecting the nation from these threats.
- 7.12.2 Discuss the potential and possible targets for these threats.
- 7.12.3 Describe the security procedures surrounding laboratories that handle these materials.
- 7.12.4 Explain the health care response and planning to deal with these threats.
- 7.12.5 Describe procedures designed to protect the nation from these threats.
- 7.12.6 Discuss the first responder duties related to a chemical, biological, radiological, nuclear, explosive (CBRNE) situations, including NIMS.

Correlated Mathematics Academic Content Benchmarks

- *Construct convincing arguments based on analysis of data and interpretation of graphs.* (Data Analysis and Probability F, 8-10)

- *Locate and interpret mathematical information accurately, and communicate ideas, processes and solutions in a complete and easily understood manner.* (Mathematical Processes H, 8-10)

Correlated Social Studies Academic Content Benchmarks

- *Use appropriate data sources and geographic tools to analyze and evaluate public policies.* (Geography C, 11-12)
- *Evaluate, take and defend positions about issues concerning the alignment of the characteristics of American democracy with realities in the United States today.* (Government A, 11-12)
- *Critique data and information to determine the adequacy of support for conclusions.* (Social Studies Skills and Methods B, 11-12)

BIL: *Essential*

EDU:	12	AD
	P	R

Competency 7.13: Explain the role of the armed services in homeland security.

Descriptors:

- 7.13.1 Identify each of the armed services and National Guard and their primary missions.
- 7.13.2 Explain the function and authority of the Joint Chiefs of Staff.
- 7.13.3 Explain the chain of command for forces outside the United States.
- 7.13.4 Describe the legal parameters and procedures for the armed services to participate in threats within the United States.

Correlated Social Studies Academic Content Benchmark

- *Evaluate, take and defend positions about issues concerning the alignment of the characteristics of American democracy with realities in the United States today.* (Government A, 11-12)

Unit 8: Emergency Telecommunications
(Industry-Driven Authentic Assessment, See Appendix)

BIL: *Essential*

EDU:	12	AD
	P	R

Competency 8.1: Explain the role and responsibility of the 9-1-1 telecommunicator.

Descriptors:

- 8.1.1 Describe the history and evolution of the 9-1-1 telecommunicator.
- 8.1.2 Identify the basic requirements for becoming a telecommunicator.
- 8.1.3 List ethics and rules of conduct as they relate to the profession.
- 8.1.4 Explain the telecommunicator’s interaction with field personnel.
- 8.1.5 Describe the importance of emergency services to field personnel safety.
- 8.1.6 Explain appropriate communications between mass media and telecommunications personnel.

Correlated English Language Arts Academic Content Benchmark

- *Compile, organize and evaluate information, take notes and summarize findings.* (Research B, 11-12)

BIL: *Essential*

EDU:	12	AD
	I	P

Competency 8.2: Process incoming calls for various and diverse situations.

Descriptors:

- 8.2.1 Describe the categories of callers, multiple call management and call prioritization.
- 8.2.2 Demonstrate call-taking and identification ability.
- 8.2.3 Describe the difference between call transfer and call referral.
- 8.2.4 Explain the importance of documenting calls.
- 8.2.5 Utilize call handling guides/protocols.
- 8.2.6 Recognize situations requiring supervisory notification.
- 8.2.7 Explain the liability issues specific to telecommunicators.

Correlated English Language Arts Academic Content Benchmarks

- *Demonstrate comprehension of print and electronic text by responding to questions (e.g., literal, inferential, evaluative and synthesizing).* (Reading Process B, 8-10; Reading Process B, 11-12)
- *Use a variety of strategies to enhance listening comprehension.* (Communication: Oral and Visual A, 8-10; Communication: Oral and Visual A, 11-12)
- *Select and use effective speaking strategies for a variety of audiences, situations and purposes.* (Communication: Oral and Visual C, 11-12)

BIL: *Essential*

EDU:	12	AD
	I	P

Competency 8.3: Exhibit dispatching techniques for emergency responses.

Descriptors:

- 8.3.1 Describe basic dispatching techniques.
- 8.3.2 Demonstrate basic radio broadcast procedures.
- 8.3.3 Describe the Federal Communication Commission (FCC) operating requirements applicable to 9-1-1 telecommunications.
- 8.3.4 Discuss Title 18 of the U.S. Criminal Code as it applies to 9-1-1 telecommunicators.
- 8.3.5 Define National Fire Protection Association Standard 1221.
- 8.3.6 Explain the need for departmental contingency plans.

Correlated English Language Arts Academic Content Benchmarks

- *Demonstrate comprehension of print and electronic text by responding to questions (e.g., literal, inferential, evaluative and synthesizing).* (Reading Process B, 8-10; Reading Process B, 11-12)
- *Select and use effective speaking strategies for a variety of audiences, situations and purposes.* (Communication: Oral and Visual C, 11-12)

Criminal Justice Pathway

Unit 9: Criminal Justice System (Industry-Driven Authentic Assessment, See Appendix)

BIL: *Essential*

EDU:	12	AD
	P	R

Competency 9.1: Summarize specific sections of the state criminal code.

Descriptors:

- 9.1.1 Define the categories of crime (e.g., misdemeanor, felony, traffic).
- 9.1.2 Analyze the elements of the various criminal offenses as reported in the Ohio Revised Code (ORC).
- 9.1.3 Explain culpable mental states.

Correlated English Language Arts Academic Content Benchmarks

- *Use multiple resources to enhance comprehension of vocabulary.* (Acquisition of Vocabulary F, 8-10; Acquisition of Vocabulary E, 11-12)
- *Demonstrate comprehension of print and electronic text by responding to questions (e.g., literal, inferential, evaluative and synthesizing).* (Reading Process B, 8-10; Reading Process B, 11-12)

Correlated Social Studies Academic Content Benchmarks

- *Obtain and evaluate information from public records and other resources related to a public policy issue.* (Social Studies Skills and Methods A, 11-12)
- *Critique data and information to determine the adequacy of support for conclusions.* (Social Studies Skills and Methods B, 11-12)

BIL: *Essential*

EDU:	12	AD
	I	P

Competency 9.2: Explain applications of constitutional and case law.

Descriptors:

- 9.2.1 Distinguish constitutional law from case law.
- 9.2.2 Describe types, applications and exceptions to the *Rules of Evidence*.
- 9.2.3 Discuss applications of arrest laws.
- 9.2.4 Describe applications of search and seizure laws.
- 9.2.5 Explain the purpose and application of the Miranda warning.
- 9.2.6 Differentiate an interview from an interrogation.

Correlated English Language Arts Academic Content Benchmarks

- *Use multiple resources to enhance comprehension of vocabulary.* (Acquisition of Vocabulary F, 8-10; Acquisition of Vocabulary E, 11-12)
- *Demonstrate comprehension of print and electronic text by responding to questions (e.g., literal, inferential, evaluative and synthesizing).* (Reading Process B, 8-10; Reading Process B, 11-12)

Correlated Social Studies Academic Content Benchmark

- *Explain how the U.S. Constitution has evolved including its philosophical foundations, amendments and court interpretations.* (Government B, 11-12)

BIL: *Essential*

EDU:	12	AD
	P	R

Competency 9.3: Explain the development of law.

Descriptors:

- 9.3.1 Explain the rule of law.
- 9.3.2 Discuss early Roman law.
- 9.3.3 Describe early English influence and common law.
- 9.3.4 Discuss the early American experience with criminal justice.

Correlated Social Studies Academic Content Benchmark

- *Use historical interpretations to explain current issues.* (History B, 11-12)

BIL: *Essential*

EDU:	12	AD
	P	R

Competency 9.4: Explain the structure of the United States criminal justice system.

Descriptors:

- 9.4.1 Describe the differences and similarities among state, local and federal court systems and their interactions.
- 9.4.2 Identify the components of the criminal justice system (e.g. juvenile, adult).
- 9.4.3 Discuss the constitutional authority for the criminal justice system at all levels.
- 9.4.4 Trace the stages of processing through the American criminal justice system (e.g., investigation, arrest, booking, first appearance, preliminary hearing, grand jury).
- 9.4.5 Describe the process of a trial and the role of the attorney.

Correlated Social Studies Academic Content Benchmark

- *Explain how the U.S. Constitution has evolved including its philosophical foundations, amendments and court interpretations.* (Government B, 11-12)

BIL: *Essential*

EDU:	12	AD
	I	P

Competency 9.5: Examine the U.S. legal system and the implications for criminal justice.

Descriptors:

- 9.5.1 Describe constitutional protection laws for individuals, groups and society.
- 9.5.2 Describe the differences between civil and criminal justice systems, and compare and contrast their legal perspectives.

- 9.5.3 Discuss the role of the court in defining individual rights.
- 9.5.4 Discuss criminal due process laws and procedures.

Correlated English Language Arts Academic Content Benchmarks

- *Use multiple resources to enhance comprehension of vocabulary.* (Acquisition of Vocabulary F, 8-10; Acquisition of Vocabulary E, 11-12)
- *Demonstrate comprehension of print and electronic text by responding to questions (e.g., literal, inferential, evaluative and synthesizing).* (Reading Process B, 8-10; Reading Process B, 11-12)

Correlated Social Studies Academic Content Benchmarks

- *Explain how the U.S. Constitution has evolved including its philosophical foundations, amendments and court interpretations.* (Government B, 11-12)
- *Explain how the exercise of a citizen’s rights and responsibilities helps to strengthen a democracy.* (Citizenship Rights and Responsibilities B, 11-12)

BIL: ***Essential***

EDU:	12	AD
	I	P

Competency 9.6: Describe defenses to criminal prosecution.

Descriptors:

- 9.6.1 Identify the various affirmative defenses (e.g., self-defense).
- 9.6.2 Discuss defenses to criminal culpability (e.g., lack of intent, lack of knowledge, consent, provocation).
- 9.6.3 Discuss other defenses to criminal prosecution (e.g., alibi, mistaken identity).
- 9.6.4 Discuss legal mitigation of culpability not amounting to a legal defense.

Correlated English Language Arts Academic Content Benchmarks

- *Use multiple resources to enhance comprehension of vocabulary.* (Acquisition of Vocabulary F, 8-10; Acquisition of Vocabulary E, 11-12)
- *Demonstrate comprehension of print and electronic text by responding to questions (e.g., literal, inferential, evaluative and synthesizing).* (Reading Process B, 8-10; Reading Process B, 11-12)

Correlated Social Studies Academic Content Benchmarks

- *Explain how the U.S. Constitution has evolved including its philosophical foundations, amendments and court interpretations.* (Government B, 11-12)
- *Explain how the exercise of a citizen’s rights and responsibilities helps to strengthen a democracy.* (Citizenship Rights and Responsibilities B, 11-12)

BIL: ***Essential***

EDU:	12	AD
	I	P

Competency 9.7: Examine court workgroups.

Descriptors:

- 9.7.1 Describe the role of judges in criminal trials.

- 9.7.2 Discuss the various methods of judicial appointments.
- 9.7.3 Describe the role of the prosecutor in criminal trials.
- 9.7.4 Discuss the different types of prosecutors (e.g. local, state, federal, special).
- 9.7.5 Describe the role of the defense attorney.
- 9.7.6 Describe the different methods for court appointment of a defense attorney for an indigent defendant.
- 9.7.7 Describe the role of court support personnel (e.g. court recorder, court clerk, bailiff).
- 9.7.8 Identify the various methods to structure and administer a court.
- 9.7.9 Discuss the various types of court workgroup relationships.

Correlated Social Studies Academic Content Benchmarks

- *Evaluate, take and defend positions about issues concerning the alignment of the characteristics of American democracy with realities in the United States today.* (Government A, 11-12)

BIL: *Essential*

EDU:	12	AD
	I	P

Competency 9.8: Examine plea bargaining.

Descriptors:

- 9.8.1 Describe the different forms of plea bargaining and the factors that influence the process.
- 9.8.2 Describe the positive and negative aspects of plea bargaining.
- 9.8.3 Discuss sentencing guidelines and their impact on the court workgroup relationships.

Correlated Mathematics Academic Content Benchmark

- *Locate and interpret mathematical information accurately, and communicate ideas, processes and solutions in a complete and easily understood manner.* (Mathematical Processes H, 8-10)

Correlated Social Studies Academic Content Benchmark

- *Explain how the exercise of a citizen’s rights and responsibilities helps to strengthen a democracy.* (Citizenship Rights and Responsibilities B, 11-12)

BIL: *Essential*

EDU:	12	AD
	I	P

Competency 9.9: Examine sentencing issues.

Descriptors:

- 9.9.1 Discuss the impact of mandatory minimum sentences.
- 9.9.2 Discuss the different types of sentencing guidelines and their impact of sentences.
- 9.9.3 Discuss the issue of bail and the various methods of releasing defendants before trial.
- 9.9.4 Describe the impact of the defendant’s financial resources on presenting a defense.
- 9.9.5 Discuss the issue of possible gender inequality in sentencing.
- 9.9.6 Discuss the possibility of racial disparity in sentencing.
- 9.9.7 Describe determinate and indeterminate sentencing and issues with each.

Correlated Mathematics Academic Content Benchmarks

- *Construct convincing arguments based on analysis of data and interpretation of graphs.* (Data Analysis and Probability F, 8-10)
- *Locate and interpret mathematical information accurately, and communicate ideas, processes and solutions in a complete and easily understood manner.* (Mathematical Processes H, 8-10)

Correlated Social Studies Academic Content Benchmark

- *Explain how the U.S. Constitution has evolved including its philosophical foundations, amendments and court interpretations.* (Government B, 11-12)

BIL: **Recommended**

EDU:	12	AD
	I	P

Competency 9.10: Explore court issues.

Descriptors:

- 9.10.1 Discuss rights of victims.
- 9.10.2 Describe the exclusionary rule and its impact.
- 9.10.3 Describe issues involving the waiver of juveniles to adult criminal court.
- 9.10.4 Discuss issues involving “Three-Strike and You’re Out” laws.
- 9.10.5 Explore issues involving “Truth in Sentencing” laws.
- 9.10.6 Explore capital punishment and issues involved with it.
- 9.10.7 Explore the judicial interventions with criminal justice agencies and issues raised by such interventions.

Correlated English Language Arts Academic Content Benchmarks

- *Use multiple resources to enhance comprehension of vocabulary.* (Acquisition of Vocabulary F, 8-10; Acquisition of Vocabulary E, 11-12)
- *Formulate open-ended research questions suitable for investigation and adjust questions as necessary while research is conducted.* (Research A, 8-10)
- *Formulate open-ended research questions suitable for inquiry and investigation and adjust questions as necessary while research is conducted.* (Research A, 11-12)
- *Organize information from various resources and select appropriate sources to support central ideas, concepts and themes.* (Research C, 8-10)

Correlated Mathematics Academic Content Benchmarks

- *Construct convincing arguments based on analysis of data and interpretation of graphs.* (Data Analysis and Probability F, 8-10)
- *Locate and interpret mathematical information accurately, and communicate ideas, processes and solutions in a complete and easily understood manner.* (Mathematical Processes H, 8-10)

Correlated Social Studies Academic Content Benchmarks

- *Explain how the U.S. Constitution has evolved including its philosophical foundations, amendments and court interpretations.* (Government B, 11-12)
- *Obtain and evaluate information from public records and other resources related to a public policy issue.* (Social Studies Skills and Methods A, 11-12)

BIL: *Essential*

EDU:	12	AD
	I	P

Competency 9.11: Describe courtroom dynamics, and employ proper courtroom fundamentals for testifying and presenting evidence.

Descriptors:

- 9.11.1 Utilize appropriate communication skills when testifying (e.g., persuasive skills, credibility), and provide factual information from reports and eyewitnesses.
- 9.11.2 Wear proper attire for a court appearance.
- 9.11.3 Demonstrate appropriate responses to interrogation in the courtroom.

Correlated English Language Arts Academic Content Benchmarks

- *Use a variety of strategies to enhance listening comprehension.* (Communication: Oral and Visual A, 8-10; Communication: Oral and Visual A, 11-12)
- *Select and use effective speaking strategies for a variety of audiences, situations and purposes.* (Communication: Oral and Visual C, 11-12)
- *Give persuasive presentations that structure ideas and arguments in a logical fashion, clarify and defend positions with relevant evidence and anticipate and address the audience's concerns.* (Communication: Oral and Visual D, 11-12)

BIL: *Essential*

EDU:	12	AD
	I	P

Competency 9.12: Examine probation goals.

Descriptors:

- 9.12.1 Discuss the major correctional ideologies (e.g., retribution, deterrence, incapacitation, rehabilitation).
- 9.12.2 Discuss the goals and principles of probation.
- 9.12.3 Present the trend of using probation during the past three decades and who typically received probation.

Correlated English Language Arts Academic Content Benchmarks

- *Apply knowledge of roots, affixes and phrases to aid understanding of content area vocabulary.* (Acquisition of Vocabulary D, 11-12)
- *Use multiple resources to enhance comprehension of vocabulary.* (Acquisition of Vocabulary F, 8-10; Acquisition of Vocabulary E, 11-12)
- *Compile, organize and evaluate information, take notes and summarize findings.* (Research B, 11-12)

Correlated Mathematics Academic Content Benchmark

- *Locate and interpret mathematical information accurately, and communicate ideas, processes and solutions in a complete and easily understood manner.* (Mathematical Processes H, 8-10)

Correlated Social Studies Academic Content Benchmarks

- *Obtain and evaluate information from public records and other resources related to a public policy issue.* (Social Studies Skills and Methods A, 11-12)
- *Critique data and information to determine the adequacy of support for conclusions.* (Social Studies Skills and Methods B, 11-12)

BIL: ***Essential***

EDU:	12	AD
	I	P

Competency 9.13: Examine probation management.

Descriptors:

- 9.13.1 Discuss the different levels and types of probation organizations.
- 9.13.2 Describe the relationships between probation and other types of community-based correctional programs.
- 9.13.3 Describe the different forms of probation (e.g., administrative, regular, intensive).
- 9.13.4 Discuss the different functions of probation officers (e.g., pre-sentence investigation versus supervision, service provider versus service broker, enforcer versus treator).

BIL: ***Essential***

EDU:	12	AD
	I	P

Competency 9.14: Examine probation treatment goals and issues.

Descriptors:

- 9.14.1 Describe the different case assignment methods.
- 9.14.2 Discuss different management methods of probation departments.
- 9.14.3 Describe various treatment modalities available for probation officers.
- 9.14.4 Compare and contrast probation to diversion and parole.

Correlated Mathematics Academic Content Benchmarks

- *Construct convincing arguments based on analysis of data and interpretation of graphs.* (Data Analysis and Probability F, 8-10)
- *Locate and interpret mathematical information accurately, and communicate ideas, processes and solutions in a complete and easily understood manner.* (Mathematical Processes H, 8-10)

Unit 10: Defensive Tactics

(Industry-Driven Authentic Assessment, See Appendix)

BIL: ***Essential***

EDU:	12	AD
	P	R

Competency 10.1: Demonstrate officer safety techniques.

Descriptors:

- 10.1.1 Describe techniques for approaching a subject.
- 10.1.2 Discuss basic hand grasp strategies and discuss potential applications.
- 10.1.3 Explain pat-down procedure and issues related to opposite sex pat-downs.

- 10.1.4 Describe handcuffing techniques and situations requiring handcuffs.
 10.1.5 Describe basic blocks and releases, and discuss potential applications.

BIL: *Essential* (Only an Ohio Police Office Training Commission [OPOTC] can certify 10.2.4)

EDU:	12	AD
		P

Competency 10.2: Demonstrate appropriate use and care of firearms.

Descriptors:

- 10.2.1 Describe the different types of firearms used in law enforcement.
 10.2.2 Explain safety procedures for handling, storing and using firearms.
 10.2.3 Describe procedures for inspection and maintenance of firearms.
 10.2.4 Demonstrate firearm proficiency (per state standards).

BIL: *Essential*

EDU:	12	AD
	I	P

Competency 10.3: Analyze crisis situations to protect individuals and society.

Descriptors:

- 10.3.1 Describe pre-event planning strategies to avoid or respond to a crisis.
 10.3.2 Identify crisis situations caused by different variables.
 10.3.3 Discuss crisis management strategies.
 10.3.4 Describe characteristics of individuals with special disorders (e.g., mental, physical, communication, behavioral).

BIL: *Essential*

EDU:	12	AD
	I	P

Competency 10.4: Explain the appropriate use of force.

Descriptors:

- 10.4.1 State the guidelines and restrictions imposed by federal and state governments related to the use of deadly force.
 10.4.2 List examples of situations where the use of deadly force is authorized.
 10.4.3 Explain the levels of the force continuum from the lowest to the highest.
 10.4.4 List equipment as it relates to the force continuum.

Correlated English Language Arts Academic Content Benchmarks

- *Demonstrate comprehension of print and electronic text by responding to questions (e.g., literal, inferential, evaluative and synthesizing).* (Reading Process B, 8-10; Reading Process B, 11-12)
- *Evaluate how features and characteristics make information accessible and usable and how structures help authors achieve their purposes.* (Reading Applications: Informational, Technical and Persuasive Text A, 8-10)

Correlated Social Studies Academic Content Benchmarks

- *Explain how the U.S. Constitution has evolved including its philosophical foundations, amendments and court interpretations.* (Government B, 11-12)
- *Obtain and evaluate information from public records and other resources related to a public policy issue.* (Social Studies Skills and Methods A, 11-12)

BIL: ***Essential***

EDU:	12	AD
	I	P

Competency 10.5: **Assess the physical and mental implications associated with a deadly force/critical incident encounter.**

Descriptors:

- 10.5.1 Recognize the impact perceptual and memory distortions have in any deadly force/critical incident encounter and ensuing investigation.
- 10.5.2 Describe factors to help ensure an accurate and thorough investigation.
- 10.5.3 Assess mental preparedness to shoot in a deadly force encounter.

BIL: ***Essential***

EDU:	12	AD
	I	P

Competency 10.6: **Examine the complexities of psychologically surviving the aftermath of a deadly force/critical incident encounter.**

Descriptors:

- 10.6.1 Discuss the psychological implications following a critical incident encounter.
- 10.6.2 Describe the intent of traumatic incident debriefing.
- 10.6.3 Recognize the symptoms of post-traumatic stress disorders.

Unit 11: Patrols

(Industry-Driven Authentic Assessment, See Appendix)

BIL: ***Essential***

EDU:	12	AD
	P	

Competency 11.1: **Patrol on foot.**

Descriptors:

- 11.1.1 Discuss the benefits of community policing through foot patrols.
- 11.1.2 Maintain communication using portable devices.
- 11.1.3 Initiate citizen/subject interaction to acquire information.
- 11.1.4 Notify appropriate law enforcement agency of abnormal or unusual conditions (e.g., open doors, suspicious persons).
- 11.1.5 Examine building security, parked cars, abandoned vehicles, etc.

Correlated English Language Arts Academic Content Benchmarks

- *Use a variety of strategies to enhance listening comprehension.* (Communication: Oral and Visual A, 8-10; Communication: Oral and Visual A, 11-12)
- *Select and use effective speaking strategies for a variety of audiences, situations and purposes.*

(Communication: Oral and Visual C, 11-12)

BIL: *Essential*

EDU:	12	AD
	I	P

Competency 11.2: Explain procedures for patrolling in a vehicle.

Descriptors:

- 11.2.1 Complete a pre-patrol examination of vehicle and equipment.
- 11.2.2 Describe the objectives and intended outcomes of vehicle patrols.
- 11.2.3 Explain procedures to conduct vehicle stops and subject approaches.
- 11.2.4 Describe procedures to respond to calls for services and crimes in progress.
- 11.2.5 Describe techniques for pursuing violators/wanted persons.
- 11.2.6 Examine building security, parked cars, abandoned vehicles, etc.

BIL: *Essential*

EDU:	12	AD
		P

Competency 11.3: Describe defensive driving techniques.

Descriptors:

- 11.3.1 Describe laws that address emergency vehicle operation.
- 11.3.2 Discuss the liability issues related to pursuits.
- 11.3.3 Describe control and maneuverability through appropriate speeds and tactics per state standards.

Correlated English Language Arts Academic Content Benchmarks

- *Demonstrate comprehension of print and electronic text by responding to questions (e.g., literal, inferential, evaluative and synthesizing).* (Reading Process B, 8-10; Reading Process B, 11-12)
- *Use appropriate self-monitoring strategies for comprehension.* (Reading Process C, 8-10; Reading Process C, 11-12)

Correlated Social Studies Academic Content Benchmark

- *Obtain and evaluate information from public records and other resources related to a public policy issue.* (Social Studies Skills and Methods A, 11-12).

Unit 12: Investigation

(Industry-Driven Authentic Assessment, See Appendix)

BIL: *Essential*

EDU:	12	AD
	I	P

Competency 12.1: Explain the investigative process.

Descriptors:

- 12.1.1 Describe procedures to determine whether a crime has been committed.
- 12.1.2 Differentiate between civil and criminal offenses.

- 12.1.3 Discuss issues of investigative jurisdiction.
- 12.1.4 Document all facts pertaining to the complaint (e.g., physical evidence, clues, witnesses).
- 12.1.5 Describe procedures to identify, locate and apprehend the perpetrator.
- 12.1.6 Assist the prosecution by providing evidence of guilt or innocence.

Correlated English Language Arts Academic Content Benchmarks

- *Produce functional documents that report, organize and convey information and ideas accurately, foresee readers’ problems or misunderstandings and that include formatting techniques that are user friendly.* (Writing Applications C, 11-12)
- *Communicate findings, reporting on the substance and processes orally, visually and in writing or through multimedia.* (Research E, 8-10; Research E, 11-12)

BIL: *Essential*

EDU:	12	AD
	I	P

Competency 12.2: Demonstrate basic response to a crime scene; protect and document the investigation.

Descriptors:

- 12.2.1 Identify the boundaries and secure the crime scene.
- 12.2.2 Document a crime scene through sketching, photograph, video or other technologies.
- 12.2.3 Calculate and record direct measurements to identify the boundaries of the crime scene (e.g., perimeter, circumference, composite shape).
- 12.2.4 Collect, package and transmit various types of physical and trace evidence to the crime laboratory (e.g., latent prints, DNA).
- 12.2.5 Utilize electronic devices (e.g., computers, answering machines, digital cameras, scanner, pagers).
- 12.2.6 Identify the perpetrators(s), the perpetrator’s description and the perpetrator’s location.
- 12.2.7 Identify witnesses and document information provided by witnesses.
- 12.2.8 Broadcast an updated description of the incident, perpetrator(s) and/or vehicle.

Correlated English Language Arts Academic Content Benchmarks

- *Produce functional documents that report, organize and convey information and ideas accurately, foresee readers’ problems or misunderstandings and that include formatting techniques that are user friendly.* (Writing Applications C, 11-12)
- *Select and use effective speaking strategies for a variety of audiences, situations and purposes.* (Communication: Oral and Visual C, 11-12)

Correlated Mathematics Academic Content Benchmarks

- *Solve increasingly complex non-routine measurement problems and check for reasonableness of results.* (Measurement A, 8-10)
- *Apply indirect measurement techniques, tools and formulas, as appropriate, to find perimeter, circumference and area of circles, triangles, quadrilaterals and composite shapes, and to find volume of prisms, cylinders, and pyramids.* (Measurement C, 8-10)
- *Estimate and compute various attributes, including length, angle measure, area, surface area and volume, to a specified level of precision.* (Measurement E, 8-10)

Correlated Social Studies Academic Content Benchmark

- *Use appropriate data sources and geographic tools to analyze and evaluate public policies.* (Geography C, 11-12)

BIL: ***Essential***

EDU:	12	AD
	I	P

Competency 12.3: Demonstrate constitutional arrest procedures.

Descriptors:

- 12.3.1 Describe investigative surveillance techniques and applications.
- 12.3.2 Discuss the legal interpretation between interviewing and interrogating.
- 12.3.3 Describe the legal concepts of custody and interrogation.
- 12.3.4 Explain the legal procedures for securing and serving search warrants.
- 12.3.5 Describe the procedures for conducting a line-up.

Correlated English Language Arts Academic Content Benchmark

- *Demonstrate comprehension of print and electronic text by responding to questions (e.g., literal, inferential, evaluative and synthesizing).* (Reading Process B, 8-10; Reading Process B, 11-12)

Correlated Social Studies Academic Content Benchmark

- *Explain how the U.S. Constitution has evolved including its philosophical foundations, amendments and court interpretations.* (Government B, 11-12)

BIL: ***Essential***

EDU:	12	AD
	I	P

Competency 12.4: Explain procedures for handling cases involving missing/abused/neglected children or adults.

Descriptors:

- 12.4.1 Describe signs of neglect or abuse.
- 12.4.2 Identify mental and physical changes that indicate an abuse problem.
- 12.4.3 Describe the resources available for locating/or investigating reports of missing children or adults.
- 12.4.4 Describe mandated reporting requirements.

Correlated Social Studies Academic Content Benchmark

- *Obtain and evaluate information from public records and other resources related to a public policy issue.* (Social Studies Skills and Methods A, 11-12)

BIL: ***Essential***

EDU:	12	AD
	I	P

Competency 12.5: Identify and describe gang culture.

Descriptors:

- 12.5.1 Recognize the impact cultural geography has on gangs and gang members.
- 12.5.2 Describe the sociological factors contributing to gang membership.
- 12.5.3 Discuss the psychological factors contributing to gang violence.
- 12.5.4 Identify gang identifiers (e.g., tags, tattoos, signs).

Correlated English Language Arts Academic Content Benchmark

- *Use multiple resources to enhance comprehension of vocabulary.* (Acquisition of Vocabulary F, 8-10; Acquisition of Vocabulary E, 11-12)

BIL: *Essential*

EDU:	12	AD
	I	P

Competency 12.6: Explain community policing and crime prevention.

Descriptors:

- 12.6.1 Collaborate with community groups in reducing crime.
- 12.6.2 Work with agencies and local citizens to develop a program that addresses family violence.
- 12.6.3 Collaborate with local businesses to reduce the effects of crime.
- 12.6.4 Calculate and present crime statistics by geographical location.
- 12.6.5 Educate the public about crime problems, solutions and prevention programs.
- 12.6.6 Describe the concept of “crime prevention through environmental design”.
- 12.6.7 Describe the concepts of physical, procedural and electronic vulnerabilities.
- 12.6.8 Discuss the advantages and disadvantages of intrusive detection systems.
- 12.6.9 Identify the value of barrier, key, lock systems and lighting systems.

Correlated English Language Arts Academic Content Benchmarks

- *Compile, organize and evaluate information, take notes and summarize findings.* (Research B, 11-12)
- *Communicate findings, reporting on the substance and processes orally, visually and in writing or through multimedia.* (Research E, 8-10; Research E, 11-12)

Correlated Mathematics Academic Content Benchmarks

- *Construct convincing arguments based on analysis of data and interpretation of graphs.* (Data Analysis and Probability F, 8-10)
- *Create and analyze tabular and graphical displays of data using appropriate tools, including spreadsheets and graphing calculators.* (Data Analysis and Probability A, 11-12)
- *Use descriptive statistics to analyze and summarize data, including measures of center, dispersion, correlation and variability.* (Data Analysis and Probability B, 11-12)
- *Assess the adequacy and reliability of information available to solve a problem.* (Mathematical Processes C, 11-12)

Correlated Social Studies Academic Content Benchmarks

- *Use appropriate data sources and geographic tools to analyze and evaluate public policies.* (Geography C, 11-12)
- *Evaluate various means for citizens to take action on a particular issue.* (Citizenship Rights and Responsibilities A, 11-12)
- *Explain how the exercise of a citizen's rights and responsibilities helps to strengthen a democracy.* (Citizenship Rights and Responsibilities B, 11-12)
- *Work in groups to analyze an issue and make decisions.* (Social Studies Skills and Methods D, 11-12)

BIL: ***Essential***

EDU:	12	AD
	I	P

Competency 12.7: **Examine controlled substance issues.**

Descriptors:

- 12.7.1 Identify controlled substances and drug paraphernalia in various forms.
- 12.7.2 Create, interpret and use graphical displays and statistical measures to describe controlled substance data.
- 12.7.3 Demonstrate investigative techniques of dangerous, and sometimes lethal and unpredictable controlled substances.
- 12.7.4 Describe the physiological and sociological effects of controlled substances.
- 12.7.5 Identify anti-drug legislation.
- 12.7.6 Discuss investigative techniques used to identify controlled substances and their users' culture.
- 12.7.7 Describe the relationships between drugs, crime and social problems.

Correlated English Language Arts Academic Content Benchmark

- *Use multiple resources to enhance comprehension of vocabulary.* (Acquisition of Vocabulary F, 8-10; Acquisition of Vocabulary E, 11-12)

Correlated Mathematics Academic Content Benchmarks

- *Construct convincing arguments based on analysis of data and interpretation of graphs.* (Data Analysis and Probability F, 8-10)
- *Create and analyze tabular and graphical displays of data using appropriate tools, including spreadsheets and graphing calculators.* (Data Analysis and Probability A, 11-12)
- *Use descriptive statistics to analyze and summarize data, including measures of center, dispersion, correlation and variability.* (Data Analysis and Probability B, 11-12)
- *Assess the adequacy and reliability of information available to solve a problem.* (Mathematical Processes C, 11-12)

Correlated Social Studies Academic Content Benchmark

- *Evaluate, take and defend positions about issues concerning the alignment of the characteristics of American democracy with realities in the United States today.* (Government A, 11-12)

BIL: ***Essential***

EDU:	12	AD
	I	P

Competency 12.8: Analyze procedures for processing, handling and transporting prisoners.

Descriptors:

- 12.8.1 Demonstrate booking procedures (e.g., fingerprinting, photographing, prisoner classifying, processing documentation).
- 12.8.2 Describe procedures to complete a search of the transport vehicle and prisoner.
- 12.8.3 Describe procedures to maintain security of prisoner during processing, handling and transporting.
- 12.8.4 Describe procedures for assessing and providing medical assistance during transporting.

BIL: *Essential*

EDU:	12	AD
	P	R

Competency 12.9: Examine procedures for securing evidence at a crime scene.

Descriptors:

- 12.9.1 Discuss the identification of various types of evidence.
- 12.9.2 Discuss the proper methods for collection of evidence.
- 12.9.3 Describe various methods for packaging and documenting of evidence.
- 12.9.4 Describe various methods for preserving evidence and avoiding contamination.
- 12.9.5 Discuss the proper methods of transporting evidence to the proper location.
- 12.9.6 Describe the issue of chain of custody for crime scene evidence and how it is maintained (i.e., the issue of inventory and securing of evidence).
- 12.9.7 Discuss the evidentiary standards for use of evidence in criminal cases.

Correlated English Language Arts Academic Content Benchmark

- Apply reading comprehension strategies to understand grade-appropriate text. (*Reading Process A, 8-10; Reading Process A, 11-12*)

BIL: *Essential*

EDU:	12	AD
	I	P

Competency 12.10: Conduct interviews of witnesses and interview/interrogate suspects.

Descriptors:

- 12.10.1 Define the difference between interrogation and interview.
- 12.10.2 Verbalize the legal considerations of the interview and interrogation.
- 12.10.3 List techniques utilized in a Kinesics interview and detect deception.
- 12.10.4 List techniques to enhance the memory of a witness.
- 12.10.5 Discuss considerations and legal implications for videotaping and recording interviews and interrogations.
- 12.10.6 Listen and observe body language, eye movement, voice tone and voice inflection to comprehend information and distinguish facts from fabrication.
- 12.10.7 Discuss the different interrogation styles and the impact of location.
- 12.10.8 Discuss the issue of false confessions and why they occur.

Correlated English Language Arts Academic Content Benchmarks

- *Use a variety of strategies to enhance listening comprehension.* (Communication: Oral and Visual A, 8-10; Communication: Oral and Visual A, 11-12)
- *Evaluate the clarity, quality, effectiveness and overall coherence of a speaker's key points, arguments, evidence, organization of ideas, delivery, diction and syntax.* (Communication: Oral and Visual B, 11-12)
- *Select and use effective speaking strategies for a variety of audiences, situations and purposes.* (Communication: Oral and Visual C, 11-12)

Correlated Social Studies Academic Content Benchmark

- *Explain how the exercise of a citizen's rights and responsibilities helps to strengthen a democracy.* (Citizenship Rights and Responsibilities B, 11-12)

BIL: *Essential*

EDU:	12	AD
	I	P

Competency 12.11: Analyze sexual assault crimes.

Descriptors:

- 12.11.1 Examine and present data on sex crimes and sexual assault.
- 12.11.2 Discuss why sexual assaults are different from many other criminal investigations.
- 12.11.3 Describe the psychological and emotional effects of sexual assault.
- 12.11.4 Discuss the different types of sex crimes and sexual assaults.
- 12.11.5 Describe being victim centered.
- 12.11.6 Discuss the different community services available to sexual assault victims and how to inform the victim of these services.

Correlated English Language Arts Academic Content Benchmarks

- *Apply reading comprehension strategies to understand grade-appropriate text.* (Reading Process A, 8-10; Reading Process A, 11-12)

Correlated Mathematics Academic Content Benchmarks

- *Construct convincing arguments based on analysis of data and interpretation of graphs.* (Data Analysis and Probability F, 8-10)
- *Create and analyze tabular and graphical displays of data using appropriate tools, including spreadsheets and graphing calculators.* (Data Analysis and Probability A, 11-12)
- *Assess the adequacy and reliability of information available to solve a problem.* (Mathematical Processes C, 11-12)

Correlated Social Studies Academic Content Benchmarks

- *Obtain and evaluate information from public records and other resources related to a public policy issue.* (Social Studies Skills and Methods A, 11-12)

BIL: *Essential*

EDU:	12	AD
	I	P

Competency 12.12: Conduct sex crime investigations.

Descriptors:

- 12.12.1 Identify the different members of a Sexual Assault Response Team and their duties.
- 12.12.2 Discuss privacy rights and issues for sexual assault victims.
- 12.12.3 List techniques utilized during the interview of sexual assault victims, child witnesses and child victims.
- 12.12.4 Discuss the different types of evidence collected in sexual assault investigations.
- 12.12.5 Describe how different tests are used in analyzing certain types of evidence in sexual assault cases (e.g., DNA, toxicology, serology).
- 12.12.6 Identify specific interview and interrogation techniques for sexual assault suspects.
- 12.12.7 Explain how to write a sexual assault investigation report.
- 12.12.8 Discuss issues in presenting evidence and testifying in sexual assault cases.

Correlated English Language Arts Academic Content Benchmarks

- *Use a variety of strategies to enhance listening comprehension.* (Communication: Oral and Visual A, 8-10; Communication: Oral and Visual A, 11-12)
- *Select and use effective speaking strategies for a variety of audiences, situations and purposes.* (Communication: Oral and Visual C, 11-12)

Correlated Social Studies Academic Content Benchmarks

- *Explain how the exercise of a citizen's rights and responsibilities helps to strengthen a democracy.* (Citizenship Rights and Responsibilities B, 11-12)
- *Obtain and evaluate information from public records and other resources related to a public policy issue.* (Social Studies Skills and Methods A, 11-12)
- *Critique data and information to determine the adequacy of support for conclusions.* (Social Studies Skills and Methods B, 11-12)

BIL: ***Essential***

EDU:	12	AD
	I	P

Competency 12.13 Analyze issues in death/homicide cases.

Descriptors:

- 12.13.1 Examine and present data on murder, manslaughter and suicide.
- 12.13.2 Discuss the different types of deaths.
- 12.13.3 Discuss how to secure and manage a homicide scene.
- 12.13.4 Describe how to aid victims with the least impact on crime scene evidence.
- 12.13.5 Describe a dying declaration and its importance.
- 12.13.6 Describe the psychological and emotional effects of murder on witnesses, family and friends.
- 12.13.7 Discuss the different community services available to next of kin, friends and witnesses, and how to inform them of these services.
- 12.13.8 Describe the proper notification of next of kin in a death case.

Correlated Mathematics Academic Content Benchmarks

- *Construct convincing arguments based on analysis of data and interpretation of graphs.* (Data Analysis and Probability F, 8-10)
- *Create and analyze tabular and graphical displays of data using appropriate tools, including spreadsheets and graphing calculators.* (Data Analysis and Probability A, 11-12)
- *Assess the adequacy and reliability of information available to solve a problem.* (Mathematical Processes C, 11-12)

Correlated Social Studies Academic Content Benchmarks

- *Obtain and evaluate information from public records and other resources related to a public policy issue.* (Social Studies Skills and Methods A, 11-12)
- *Critique data and information to determine the adequacy of support for conclusions.* (Social Studies Skills and Methods B, 11-12)

BIL: ***Essential***

EDU:	12	AD
	I	P

Competency 12.14: Conduct death/homicide investigations.

Descriptors:

- 12.14.1 Describe how to write and document a death/homicide investigation report.
- 12.14.2 Discuss how time of death is estimated, including both rigor mortis and lividity, and how they are used in death investigations.
- 12.14.3 Discuss how cause of death is determined or estimated.
- 12.14.4 Discuss the different types of evidence collected in death investigations.
- 12.14.5 Describe how different tests are used in analyzing certain types of evidence in homicide cases.
- 12.14.6 Describe the functions of a coroner and medical examiner.
- 12.14.7 List techniques utilized during the interview of homicide/death scene witnesses.
- 12.14.8 Identify different interview and interrogation techniques for murder suspects.
- 12.14.9 Discuss issues in presenting evidence and testifying in murder/criminal homicide cases.

Correlated Social Studies Academic Content Benchmark

- *Critique data and information to determine the adequacy of support for conclusions.* (Social Studies Skills and Methods B, 11-12)

BIL: ***Essential***

EDU:	12	AD
	I	P

Competency 12.15: Analyze issues with crimes of arson.

Descriptors:

- 12.15.1 Examine and present data on arson.
- 12.15.2 Discuss the interaction of fire department and law enforcement organizations in arson investigations.
- 12.15.3 Describe the major causes of fires.
- 12.15.4 Discuss how the causes of fires are determined.
- 12.15.5 Discuss how the origin is determined.

12.15.6 Describe the major reasons why people intentionally set fires.

Correlated Mathematics Academic Content Benchmarks

- *Construct convincing arguments based on analysis of data and interpretation of graphs.* (Data Analysis and Probability F, 8-10)
- *Create and analyze tabular and graphical displays of data using appropriate tools, including spreadsheets and graphing calculators.* (Data Analysis and Probability A, 11-12)
- *Assess the adequacy and reliability of information available to solve a problem.* (Mathematical Processes C, 11-12)

Correlated Social Studies Academic Content Benchmark

- Obtain and evaluate information from public records and other resources related to a public policy issue. (*Social Studies Skills and Methods A, 11-12*)

BIL: **Essential**

EDU:	12	AD
	I	P

Competency 12.16: Explain the procedures of arson investigations.

Descriptors:

- 12.16.1 Describe how to document an arson scene.
- 12.16.2 Describe how evidence found at a fire scene is packaged and analyzed.
- 12.16.3 Discuss different types of accelerants and ignitable liquids, and how they are located and identified.
- 12.16.4 Describe the analysis of insurance documentation in arson investigations.
- 12.16.5 Describe the profile of a serial arsonist.
- 12.16.6 Explain how to write an arson investigation report.
- 12.16.7 Discuss issues in presenting evidence and testifying in arson cases.
- 12.16.8 Discuss how to secure and manage a fire scene.
- 12.16.9 Recognize the major data sources and databases for use in fire investigations.

Correlated Social Studies Academic Content Benchmarks

- *Obtain and evaluate information from public records and other resources related to a public policy issue.* (Social Studies Skills and Methods A, 11-12)
- *Critique data and information to determine the adequacy of support for conclusions.* (Social Studies Skills and Methods B, 11-12)

Unit 13: Traffic

(Industry-Driven Authentic Assessment, See Appendix)

BIL: **Essential**

EDU:	12	AD
	I	P

Competency 13.1: Explain strategies and techniques for handling vehicular traffic offenses.

Descriptors:

- 13.1.1 Analyze the elements of the various traffic offenses as reported in the Ohio Revised Code

- (ORC).
- 13.1.2 Describe observation techniques used to identify violations.
 - 13.1.3 Explain the operation of speed monitoring devices.
 - 13.1.4 Explain procedures to initiate contact with traffic violators.
 - 13.1.5 Describe procedures to administer a field sobriety test.
 - 13.1.6 Complete uniform traffic citations.
 - 13.1.7 Prepare evidence and reports required to give testimony in court.

Correlated English Language Arts Academic Content Benchmarks

- *Apply editing strategies to eliminate slang and improve conventions.* (Writing Processes D, 11-12)
- *Produce functional documents that report, organize and convey information and ideas accurately, foresee readers’ problems or misunderstandings and that include formatting techniques that are user friendly.* (Writing Applications C, 11-12)

Correlated Social Studies Academic Content Benchmarks

- *Obtain and evaluate information from public records and other resources related to a public policy issue.* (Social Studies Skills and Methods A, 11-12)
- *Critique data and information to determine the adequacy of support for conclusions.* (Social Studies Skills and Methods B, 11-12)

BIL: *Essential*

EDU:	12	AD
	I	P

Competency 13.2: Explain strategies and techniques for controlling vehicular and pedestrian traffic.

Descriptors:

- 13.2.1 Describe the most advantageous positioning of patrol units.
- 13.2.2 Explain procedures for manual operation of traffic lights.
- 13.2.3 Utilize various equipment to direct vehicular and pedestrian traffic (e.g., cones, flares, flashlights).

BIL: *Essential*

EDU:	12	AD
	I	P

Competency 13.3: Discuss strategies and techniques for controlling crowds.

Descriptors:

- 13.3.1 Describe the various types of crowds and techniques to control them.
- 13.3.2 Identify available resources and types of equipment for crowd control.
- 13.3.3 Describe various crowd control formations and applications.
- 13.3.4 Describe techniques for dealing with hostile crowds or disputing factions.

BIL: *Essential*

EDU:	12	AD
	I	P

Competency 13.4: Examine motor vehicle crash investigation and documentation techniques.

Descriptors:

- 13.4.1 Describe the procedures necessary to respond, investigate and document a motor vehicle crash.
- 13.4.2 Preserve and document crash-scene evidence using field sketches, photographs and proper evidence collection techniques.
- 13.4.3 Compute various attributes of the crash scene (e.g., skid length, speed, lengths and angle measurements of impact) using weather and surface condition coefficients.
- 13.4.4 Describe procedures to interview drivers and witnesses and obtain the required information to file the crash report.
- 13.4.5 Describe vehicular movements during a crash.
- 13.4.6 Describe procedures to control traffic, pedestrians and bystanders in a safe manner.
- 13.4.7 Explain first responder duties at crash sites.

Correlated Mathematics Academic Content Benchmarks

- *Solve increasingly complex non-routine measurement problems and check for reasonableness of results.* (Measurement A, 8-10)
- *Apply indirect measurement techniques, tools and formulas, as appropriate, to find perimeter, circumference and area of circles, triangles, quadrilaterals and composite shapes, and to find volume of prisms, cylinders, and pyramids.* (Measurement C, 8-10)
- *Estimate and compute various attributes, including length, angle measure, area, surface area and volume, to a specified level of precision.* (Measurement E, 8-10)

Unit 14: Private Security

(Industry-Driven Authentic Assessment, See Appendix)

**Licensed private security officers need to be OPOTC trained and certified.*

BIL: *Essential*

EDU:	12	AD
	I	P

Competency 14.1: Examine differences between law enforcement and proprietary/contract security operations.

Descriptors:

- 14.1.1 Differentiate between proprietary/contract and law enforcement approaches to private security.
- 14.1.2 Explain the differences in authority and jurisdiction.
- 14.1.3 Describe the differences in employment status.
- 14.1.4 Differentiate between proprietary and contract security operations.
- 14.1.5 Explain how security operations and criminal justice system interface with each other.

BIL: *Essential*

EDU:	12	AD
	I	P

Competency 14.2: Examine laws relevant to security and protective services.

Descriptors:

- 14.2.1 Reference connections between Constitutional law and private security.

- 14.2.2 Describe federal, state and local laws and regulations that affect private security.
- 14.2.3 Discuss how juvenile laws affect private security.

Correlated English Language Arts Academic Content Benchmark

- *Demonstrate comprehension of print and electronic text by responding to questions (e.g., literal, inferential, evaluative and synthesizing).* (Reading Process B, 8-10; Reading Process B, 11-12)

Correlated Social Studies Academic Content Benchmark

- *Evaluate, take and defend positions about issues concerning the alignment of the characteristics of American democracy with realities in the United States today.* (Government A, 11-12)
- *Obtain and evaluate information from public records and other resources related to a public policy issue.* (Social Studies Skills and Methods A, 11-12)

BIL: *Essential*

EDU:	12	AD
	I	P

Competency 14.3: Analyze prevention approaches to private security.

Descriptors:

- 14.3.1 Explain the “crime triangle” and how it relates to prevention.
- 14.3.2 Relate the concepts deter, delay, detect and deny to security and crime prevention.
- 14.3.3 Explain the concept “crime prevention through environmental design”.

BIL: *Essential*

EDU:	12	AD
	I	P

Competency 14.4: Explain how risk management can apply to security functions.

Descriptors:

- 14.4.1 Describe the sources of threat.
- 14.4.2 Discuss physical, procedural and electronic vulnerabilities.
- 14.4.3 Describe risk management strategies.
- 14.4.4 Discuss ways to assess risk, including probability, capability and loss expectancy.
- 14.4.5 Explain the basic categories of security countermeasures.
- 14.4.6 Examine types and techniques of investigation that can be applied in a business setting.

Correlated Mathematics Academic Content Benchmark

- *Make predictions based on theoretical probabilities and experimental results.* (Data Analysis and Probability K, 8-10)

BIL: *Essential*

EDU:	12	AD
	I	P

Competency 14.5: Analyze the feasibility and functions of security systems.

Descriptors:

- 14.5.1 Describe the various access and screening systems (e.g., biometrics).
- 14.5.2 Analyze the features of intrusion detection devices.
- 14.5.3 Describe the types of electronic surveillance systems.
- 14.5.4 Identify types of barriers (e.g., fence) and the elements of an effective key and lock control system.
- 14.5.5 Explain the basic principles used in effective lighting systems.
- 14.5.6 Describe communications and monitoring control systems.

BIL: ***Essential***

EDU:	12	AD
	I	P

Competency 14.6: Examine terrorism as it relates to security officers.

Descriptors:

- 14.6.1 Describe how terrorism differs from other criminal acts.
- 14.6.2 Identify tactics frequently used by terrorists.
- 14.6.3 Describe counterterrorism measures employed in the various transportation systems.

Correlated Social Studies Academic Content Benchmarks

- *Obtain and evaluate information from public records and other resources related to a public policy issue.* (Social Studies Skills and Methods A, 11-12)
- *Critique data and information to determine the adequacy of support for conclusions.* (Social Studies Skills and Methods B, 11-12)

BIL: ***Essential***

EDU:	12	AD
	I	P

Competency 14.7: Analyze basic incident response procedures.

Descriptors:

- 14.7.1 Explain actions to be taken upon discovering an intrusion.
- 14.7.2 Describe strategies for dealing with medical emergencies.
- 14.7.3 Discuss strategies for intervening with angry, unpleasant or emotionally-disturbed people.
- 14.7.4 Identify procedures for addressing utility outages.
- 14.7.5 Describe procedures for protecting and managing evidence at crime scenes.

BIL: ***Essential***

EDU:	12	AD
	I	P

Competency 14.8: Analyze strategies for providing physical security.

Descriptors:

- 14.8.1 Identify the various components of physical security.
- 14.8.2 Conduct a risk assessment/security survey.
- 14.8.3 Explain observation, perception and description techniques.
- 14.8.4 Acquire, analyze and employ intelligence techniques.
- 14.8.5 Utilize crime prevention techniques (e.g., alarms, closed circuit TV).

- 14.8.6 Describe procedures for responding to bomb threats/incidents.
 14.8.7 Explain procedures for fire safety and response.

BIL: *Essential*

EDU:	12	AD
	I	P

Competency 14.9: Analyze strategies for providing information security.

Descriptors:

- 14.9.1 Identify the various components of information security.
 14.9.2 Examine client or agency needs and recommend security strategies.
 14.9.3 Describe strategies to secure confidential information.
 14.9.4 Explain industrial or corporate espionage or sabotage.
 14.9.5 Define and secure types of proprietary information.

BIL: *Essential*

EDU:	12	AD
	I	P

Competency 14.10: Analyze strategies for providing loss prevention.

Descriptors:

- 14.10.1 Review statistics on corporate/business loss/shrinkage.
 14.10.2 Describe strategies to investigate employee, customer and/or vendor theft.
 14.10.3 Differentiate between covert and overt offenses.
 14.10.4 Explain strategies to detain and question suspects.
 14.10.5 Identify guidelines for searching company-owned space and personal property.
 14.10.6 Recommend corrective measures to protect against internal loss.

Correlated Mathematics Academic Content Benchmarks

- *Construct convincing arguments based on analysis of data and interpretation of graphs.* (Data Analysis and Probability F, 8-10)
- *Locate and interpret mathematical information accurately, and communicate ideas, processes and solutions in a complete and easily understood manner.* (Mathematical Processes H, 8-10)
- *Assess the adequacy and reliability of information available to solve a problem.* (Mathematical Processes C, 11-12)

BIL: *Essential*

EDU:	12	AD
	I	P

Competency 14.11: Analyze strategies for providing personal security.

Descriptors:

- 14.11.1 Identify factors that affect the safety and security of individuals.
 14.11.2 Describe procedures to insure a safe and secure environment for dignitaries, celebrities, executives, etc.
 14.11.3 Explain procedure for responding to a crisis situation.
 14.11.4 Describe strategies to prevent and/or respond to workplace violence.

BIL: *Essential*

EDU:	12	AD
	I	P

Competency 14.12: Analyze strategies for controlling facility access.

Descriptors:

- 14.12.1 Identify factors that necessitate controlling access to facilities.
- 14.12.2 Describe procedures to allow for efficient access for facility occupants.
- 14.12.3 Explain strategies to alert posts to the presence of unauthorized visitors.
- 14.12.4 Demonstrate access control procedures.

Unit 15: Corrections

(Industry-Driven Authentic Assessment, See Appendix)

**Correction officers must be certified by the Ohio Department of Rehabilitation and Corrections (ODRC), Ohio Police Officers Training Academy (OPOTA).*

BIL: *Essential*

EDU:	12	AD
	I	P

Competency 15.1: Analyze the legal aspects of correction facilities and correction officers.

Descriptors:

- 15.1.1 Describe the legal characteristics of a correction officer's duties.
- 15.1.2 Explain the liability issues and rights of correction officers.
- 15.1.3 Examine the rights of inmates.
- 15.1.4 Differentiate between temporary and full-service correction facilities.
- 15.1.5 Describe the minimum jail standards for Ohio.

Correlated English Language Arts Academic Content Benchmark

- *Demonstrate comprehension of print and electronic text by responding to questions (e.g., literal, inferential, evaluative and synthesizing).* (Reading Process B, 8-10; Reading Process B, 11-12)

Correlated Social Studies Academic Content Benchmark

- *Critique data and information to determine the adequacy of support for conclusions.* (Social Studies Skills and Methods B, 11-12)

BIL: *Essential*

EDU:	12	AD
	I	P

Competency 15.2: Analyze procedures for maintaining corrections security.

Descriptors:

- 15.2.1 Define basic jail security duties for correction officers.
- 15.2.2 Explain procedures for inmate classification, health screening, admission and/or release.
- 15.2.3 Describe strategies and procedures for maintaining inmate discipline.

15.2.4 Explain strategies and techniques for control situations (e.g., hostage, riot, disorder, escape, fire).

BIL: *Essential*

EDU:	12	AD
	I	P

Competency 15.3: Explain human relations intervention in a corrections setting.

Descriptors:

- 15.3.1 Analyze interpersonal communications with administrative and supervisory staff, peers and inmates.
- 15.3.2 Describe supervisory and crisis intervention techniques for inmates.
- 15.3.3 Discuss characteristics of stress in correction officers.

BIL: *Essential*

EDU:	12	AD
	I	P

Competency 15.4: Analyze potential special needs of inmates.

Descriptors:

- 15.4.1 Describe strategies for suicide prevention, detection, intervention and response.
- 15.4.2 Identify techniques for inmates who abuse drugs.
- 15.4.3 Discuss strategies for handling medical problems.
- 15.4.4 Describe the psychological characteristics of incarceration.

BIL: *Essential*

EDU:	12	AD
	I	P

Competency 15.5: Explain the technical skills required for correction officers.

Descriptors:

- 15.5.1 Demonstrate techniques for unarmed self-defense and use of force.
- 15.5.2 Describe techniques for clothed and unclothed body searches.
- 15.5.3 Discuss strategies for conducting cell and living area searches.
- 15.5.4 Perform inmate identification, fingerprinting and photographing.
- 15.5.5 Describe techniques for transporting inmates.

BIL: *Recommended*

EDU:	12	AD
	I	P

Competency 15.6: Examine roles of correctional supervisors in dealing with inmates.

Descriptors:

- 15.6.1 Describe the role of a supervisor in addressing inmate complaints.
- 15.6.2 Discuss the role of supervisors in the disciplinary process of inmates.
- 15.6.3 Describe issues in and methods for creating a safe and humane correctional environment.
- 15.6.4 Discuss various designs of correctional facilities and their impact on supervision of inmates.

BIL: *Essential*

EDU:	12	AD
	I	P

Competency 15.7: Examine correctional employees needs and interactions with administrators/leaders.

Descriptors:

- 15.7.1 Discuss how the work environment impacts correctional employees and shapes their attitudes and behaviors.
- 15.7.2 Describe the various methods for creating a professional correctional work environment.
- 15.7.3 Explain the issue of correctional staff misconduct and how to respond to it.
- 15.7.4 Describe the function of employee assistance programs.

Correlated Social Studies Academic Content Benchmark

- *Explain the role of diverse cultural institutions in shaping American society.* (People in Societies C, 11-12)

BIL: *Recommended*

EDU:	12	AD
	I	P

Competency 15.8: Examine issues involving inmates faced by correctional administrators.

Descriptors:

- 15.8.1 Discuss how to create a safe and humane correctional environment for both staff and inmates.
- 15.8.2 Explain the issue of cultural diversity in correctional organizations.
- 15.8.3 Identify the various major prison gangs and how to manage them.

Correlated Social Studies Academic Content Benchmarks

- *Analyze how issues may be viewed differently by various cultural groups.* (People in Societies A, 11-12)
- *Identify the causes of political, economic and social oppression and analyze ways individuals, organizations and countries respond to resulting conflicts.* (People in Societies B, 11-12)

BIL: *Recommended*

EDU:	12	AD
	I	P

Competency 15.9: Examine classification of inmates.

Descriptors:

- 15.9.1 Describe classification and the different classification methods.
- 15.9.2 Discuss the various security and custody levels found in corrections.
- 15.9.3 Describe risk management and its use in classification.
- 15.9.4 Discuss the different inmate disciplinary hearing processes and their goals.
- 15.9.5 Discuss assessment methods for adult offenders.

BIL: *Recommended*

EDU:	12	AD
	I	P

Competency 15.10: Examine treatment in correctional facilities.

Descriptors:

- 15.10.1 Explain what is meant by correctional programming, rehabilitation, treatment and therapy
- 15.10.2 Discuss the various positions that oversee correctional programming (e.g., counselors, case managers, teachers, recreation specialists).
- 15.10.3 Describe various treatment modalities found in adult correctional facilities and in the community.
- 15.10.4 Discuss the legal needs and rights of adult inmates.
- 15.10.5 Describe case management and its principles.
- 15.10.6 Describe unit management in correctional organizations.

Correlated Social Studies Academic Content Benchmarks

- *Explain how the exercise of a citizen's rights and responsibilities helps to strengthen a democracy. (Citizenship Rights and Responsibilities B, 11-12)*
- *Critique data and information to determine the adequacy of support for conclusions. (Social Studies Skills and Methods B, 11-12)*

BIL: *Recommended*

EDU:	12	AD
	I	P

Competency 15.11: Examine treatment areas for inmates.

Descriptors:

- 15.11.1 Discuss educational and vocational needs.
- 15.11.2 Discuss mental health needs.
- 15.11.3 Discuss substance abuse issues and interventions.
- 15.11.4 Discuss emotional and psychological needs.
- 15.11.5 Discuss cognitive and behavioral needs.
- 15.11.6 Discuss medical health needs and problems.
- 15.11.7 Discuss recreational needs.

BIL: *Recommended*

EDU:	12	AD
	I	P

Competency 15.12: Examine family issues involving inmates.

Descriptors:

- 15.12.1 Discuss family issues for adult offenders.
- 15.12.2 Explain the importance of visitation of inmates, the different types of visitation and related issues.
- 15.12.3 Describe the impact of incarceration on family members, especially children.
- 15.12.4 Discuss the needs and concerns of female inmates who are mothers.
- 15.12.5 Describe the needs of offenders being released from custody and the various types of release programs.

Unit 16: Juvenile Justice Supervision, Administration and Programming
(Industry-Driven Authentic Assessment, See Appendix)

BIL: ***Essential***

EDU:	12	AD
	I	P

Competency 16.1: Examine roles of those working with juvenile offenders.

Descriptors:

- 16.1.1 Describe the roles of youth officer, youth counselor, youth case manager and juvenile probation officer.
- 16.1.2 Discuss issues involved in working with juvenile offenders.
- 16.1.3 Discuss legal liability issues in dealing with juvenile offenders.
- 16.1.4 Describe legal rights of juvenile offenders under care and custody of the government.

Correlated Social Studies Academic Content Benchmarks

- *Explain how the exercise of a citizen’s rights and responsibilities helps to strengthen a democracy. (Citizenship Rights and Responsibilities B, 11-12)*

BIL: ***Essential***

EDU:	12	AD
	I	P

Competency 16.2: Analyze treatment for juvenile offenders.

Descriptors:

- 16.2.1 Describe various treatment modalities found in open and closed juvenile facilities and halfway houses.
- 16.2.2 Describe various treatment modalities found in the community for juvenile offenders.
- 16.2.3 Describe case management and its principles.
- 16.2.4 Discuss assessment methods and issues involving juvenile offenders.
- 16.2.5 Discuss the issue of aftercare.
- 16.2.6 Explain treatment areas for juvenile offenders (e.g., educational and vocational needs, health needs, substance abuse issues and interventions, emotional and psychological needs, cognitive and behavioral needs, family issues).

BIL: ***Essential***

EDU:	12	AD
	I	P

Competency 16.3: Examine supervision and administration of juvenile justice organizations.

Descriptors:

- 16.3.1 Discuss supervision and administration of facilities for juvenile offenders.
- 16.3.2 Describe the supervision and administration issues of juvenile offenders in the community.
- 16.3.3 Discuss the different supervision and management styles used in juvenile justice.
- 16.3.4 Describe risk management principles and strategies and how they are used in juvenile justice organizations.

Unit 17: Behavioral Science
(Industry-Driven Authentic Assessment, See Appendix)

BIL: Essential

EDU:	12	AD
	I	P

Competency 17.1: Examine the biological roots of criminal behavior.

Descriptors:

- 17.1.1 Discuss the principles of biological theories (e.g., genetics).
- 17.1.2 Discuss human aggression.
- 17.1.3 Discuss the relationship between crime and human behavior.

BIL: Essential

EDU:	12	AD
	I	P

Competency 17.2: Explain the psychological and psychiatric foundations of criminal behavior.

Descriptors:

- 17.2.1 Discuss the principles of psychological theories (e.g., modeling theory, behavior theory, attachment theory, self-control theory).
- 17.2.2 Explain criminal behavior as maladaptation.
- 17.2.3 Interpret crime as adaptive behavior.
- 17.2.4 Associate insanity to criminal behavior.
- 17.2.5 Define social policy and forensic psychology.
- 17.2.6 Describe criminal psychological profiling.

Correlated English Language Arts Academic Content Benchmark

- *Use multiple resources to enhance comprehension of vocabulary.* (Acquisition of Vocabulary F, 8-10; Acquisition of Vocabulary E, 11-12)

Correlated Social Studies Academic Content Benchmark

- *Critique data and information to determine the adequacy of support for conclusions.* (Social Studies Skills and Methods B, 11-12)

BIL: Essential

EDU:	12	AD
	I	P

Competency 17.3: Examine the sociological foundations of criminal behavior.

Descriptors:

- 17.3.1 Discuss the principles of sociological theories (e.g., structure theory, process theory, development theory).
- 17.3.2 Cite examples for each of the social theories.
- 17.3.3 Identify the policy implications for addressing the social theories.

Correlated English Language Arts Academic Content Benchmark

- *Use multiple resources to enhance comprehension of vocabulary.* (Acquisition of Vocabulary F, 8-10; Acquisition of Vocabulary E, 11-12)

Correlated Social Studies Academic Content Benchmark

- *Critique data and information to determine the adequacy of support for conclusions.* (Social Studies Skills and Methods B, 11-12)

BIL: *Essential*

EDU:	12	AD
	I	P

Competency 17.4: **Examine crimes and their sociological and psychological impact on communities.**

Descriptors:

- 17.4.1 Identify crimes against persons and illustrate the sociological and psychological impact on communities.
- 17.4.2 List crimes against property and examine the sociological and psychological impact on communities.
- 17.4.3 Examine white collar and organized crime, and the sociological and psychological impact on communities.
- 17.4.4 Compare/contrast substance abuse and criminal behavior.
- 17.4.5 Illustrate the sociological and psychological impact of substance abuse on communities.
- 17.4.6 Illustrate examples of victimless crimes, and the sociological and psychological impact on communities.

Correlated English Language Arts Academic Content Benchmarks

- *Organize information from various resources and select appropriate sources to support central ideas, concepts and themes.* (Research C, 8-10)
- *Compile, organize and evaluate information, take notes and summarize findings.* (Research B, 11-12)

Correlated Mathematics Academic Content Benchmarks

- *Construct convincing arguments based on analysis of data and interpretation of graphs.* (Data Analysis and Probability F, 8-10)
- *Create and analyze tabular and graphical displays of data using appropriate tools, including spreadsheets and graphing calculators.* (Data Analysis and Probability A, 11-12)
- *Locate and interpret mathematical information accurately, and communicate ideas, processes and solutions in a complete and easily understood manner.* (Mathematical Processes H, 8-10)

Correlated Social Studies Academic Content Benchmarks

- *Evaluate various means for citizens to take action on a particular issue.* (Citizenship Rights and Responsibilities A, 11-12)
- *Explain how the exercise of a citizen's rights and responsibilities helps to strengthen a democracy.* (Citizenship Rights and Responsibilities B, 11-12)

- *Critique data and information to determine the adequacy of support for conclusions.* (Social Studies Skills and Methods B, 11-12)

BIL: *Recommended*

EDU:	12	AD
	I	P

Competency 17.5: Describe the basic origins of conflict and the needs that motivate behavior.

Descriptors:

- 17.5.1 Identify the basic psychological needs that motivate behavior (e.g. belonging, power, freedom).
- 17.5.2 Recognize the role limited resources (e.g., time, money, property) play in generating conflict.
- 17.5.3 Discuss the role that different values play in generating conflict.
- 17.5.4 Identify how the effects of substance abuse, mental health and disabilities impact conflict.
- 17.5.5 Discuss how conflict arises at work and how it affects people.
- 17.5.6 Describe workplace violence, why it occurs and the indicators precluding its occurrence.

Correlated Social Studies Academic Content Benchmark

- *Analyze how scarcity of productive resources affects supply, demand, inflation and economic choices.* (Economics A, 11-12)

BIL: *Recommended*

EDU:	12	AD
	I	P

Competency 17.6: Examine the different responses to conflict as they relate to results.

Descriptors:

- 17.6.1 Describe the soft response approach (e.g. avoidance, compromise, accommodation) and the typical reasons for using that approach.
- 17.6.2 Describe the hard response approach (e.g. force, threats, aggression, anger) and the typical reasons for using that approach.
- 17.6.3 Describe the principled response approach (e.g. good communication skills, problem solving skills, the ability to see the problem from more than one perspective); and the typical reasons for using that approach.
- 17.6.4 Describe ways to effectively deal with conflict in the workplace.

Correlated Social Studies Academic Content Benchmark

- *Work in groups to analyze an issue and make decisions.* (Social Studies Skills and Methods D, 11-12)

BIL: *Recommended*

EDU:	12	AD
	P	R

Competency 17.7: Examine anger management techniques for resolving conflicts and reducing anger.

Descriptors:

- 17.7.1 Identify techniques to reduce anger.
- 17.7.2 Distinguish between passive, aggressive and assertive behavior.
- 17.7.3 Describe how body language plays a role in interacting with others.
- 17.7.4 Identify factors that can contribute to a person's hostility.
- 17.7.5 Utilize communication strategies to deal with each category of difficult people.
- 17.7.6 Discuss predictable factors that signal potential conflict.
- 17.7.7 Discuss supervision strategies for dealing with upset subordinates or co-workers.

Correlated English Language Arts Academic Content Benchmarks

- *Use multiple resources to enhance comprehension of vocabulary.* (Acquisition of Vocabulary F, 8-10; Acquisition of Vocabulary E, 11-12)
- *Use a variety of strategies to enhance listening comprehension.* (Communication: Oral and Visual A, 8-10; Communication: Oral and Visual A, 11-12)
- *Select and use effective speaking strategies for a variety of audiences, situations and purposes.* (Communication: Oral and Visual C, 11-12)

Forensic Science Pathway

Unit 18: Overview of Forensic Science (Industry-Driven Authentic Assessment, See Appendix)

BIL: *Essential*

EDU:	12	AD
	P	R

Competency 18.1: Distinguish forensic science from criminal justice.

Descriptors:

- 18.1.1 Define various forensic science careers.
- 18.1.2 Describe the educational and degree standards for various forensic science agencies.
- 18.1.3 Describe the role of forensic sciences in the field of law and public safety.
- 18.1.4 Define accreditation standards for various areas of forensic science.

Correlated English Language Arts Academic Content Benchmarks

- *Compile, organize and evaluate information, take notes and summarize findings.* (Research B, 11-12)

BIL: *Essential*

EDU:	12	AD
	P	R

Competency 18.2: Demonstrate importance of integrity and professionalism in forensic science.

Descriptors:

- 18.2.1 Describe the code of ethics in forensic science.
- 18.2.2 Describe various forensic science professional organizations.
- 18.2.3 Recognize the importance of exchanging ideas and information in the forensic sciences.
- 18.2.4 Discuss the importance of training to maintain state of the art technical skills and knowledge.
- 18.2.5 Discuss the role of research in the forensic sciences.

Correlated English Language Arts Academic Content Benchmarks

- *Demonstrate comprehension of print and electronic text by responding to questions (e.g., literal, inferential, evaluative and synthesizing).* (Reading Process B, 8-10; Reading Process B, 11-12)
- *Compile, organize and evaluate information, take notes and summarize findings.* (Research B, 11-12)

Unit 19: Courts

BIL: *Essential*

EDU:	12	AD
	P	R

Competency 19.1: Examine court personnel.

Descriptors:

- 19.1.1 Describe the role of court personnel in criminal trials (e.g., judges, magistrates, referees, hearing officers).
- 19.1.2 Describe the role of the prosecutor in criminal trials.
- 19.1.3 Discuss the different types of prosecutors (e.g. local, state, federal, special).
- 19.1.4 Describe the role of the defense attorney.
- 19.1.5 Describe the different methods state and federal courts use for court appointment of a defense attorney for an indigent defendant.
- 19.1.6 Describe the role of court support personnel (e.g. court recorder, court clerk, bailiff, probation department, court psychological assessors).

Correlated English Language Arts Academic Content Benchmarks

- *Use multiple resources to enhance comprehension of vocabulary.* (Acquisition of Vocabulary F, 8-10; Acquisition of Vocabulary E, 11-12)

Correlated Social Studies Academic Content Benchmarks

- *Evaluate, take and defend positions about issues concerning the alignment of the characteristics of American democracy with realities in the United States today.* (Government A, 11-12)

BIL: ***Essential***

EDU:	12	AD
	P	R

Competency 19.2: Examine plea bargaining

Descriptors:

- 19.2.1 Describe the different forms of pleas (e.g., guilty, not guilty, no contest, Alford, insanity) and the factors that influence the process.
- 19.2.2 Describe the positive and negative aspects of plea bargaining.
- 19.2.3 Discuss state and federal sentencing guidelines (e.g., probation, treatment, restitution, fines, prison) and their impact on the court dynamics.

Correlated English Language Arts Academic Content Benchmarks

- *Use multiple resources to enhance comprehension of vocabulary.* (Acquisition of Vocabulary F, 8-10; Acquisition of Vocabulary E, 11-12)

Correlated Mathematics Academic Content Benchmarks

- *Locate and interpret mathematical information accurately, and communicate ideas, processes and solutions in a complete and easily understood manner.* (Mathematical Processes H, 8-10)

Correlated Social Studies Academic Content Benchmarks

- *Evaluate, take and defend positions about issues concerning the alignment of the characteristics of American democracy with realities in the United States today.* (Government A, 11-12)
- *Explain how the exercise of a citizen’s rights and responsibilities helps to strengthen a democracy.* (Citizenship Rights and Responsibilities B, 11-12)

BIL: *Essential*

EDU:	12	AD
	I	P

Competency 19.3: Describe courtroom dynamics and employ proper courtroom fundamentals for testifying and presenting evidence.

Descriptors:

- 19.3.1 Review police reports and evidence, and meet with prosecutor prior to giving testimony.
- 19.3.2 Utilize appropriate communication skills when testifying (e.g., persuasive skills, credibility), and provide factual information from reports and eyewitnesses.
- 19.3.3 Demonstrate appropriate responses to interrogation in the courtroom.
- 19.3.4 Describe the exclusionary rule and its impact.
- 19.3.5 Define the role of a witness (e.g., “expert”, lay).
- 19.3.6 Discuss what qualifies an expert (e.g., Daubert).

Correlated English Language Arts Academic Content Benchmarks

- *Use appropriate self-monitoring strategies for comprehension.* (Reading Process C, 8-10; Reading Process C, 11-12)
- *Select and use effective speaking strategies for a variety of audiences, situations and purposes.* (Communication: Oral and Visual C, 11-12)
- *Give persuasive presentations that structure ideas and arguments in a logical fashion, clarify and defend positions with relevant evidence and anticipate and address the audience’s concerns.* (Communication: Oral and Visual D, 11-12)

BIL: *Essential*

EDU:	12	AD
	I	P

Competency 19.4: Examine the appellate court role and process.

Descriptors:

- 19.4.1 Describe the appellate court system.
- 19.4.2 Explain the criteria needed to qualify for a hearing in appellate court.
- 19.4.3 Discuss the weight of appellate court decisions.

Correlated Social Studies Academic Content Benchmarks

- *Evaluate, take and defend positions about issues concerning the alignment of the characteristics of American democracy with realities in the United States today.* (Government A, 11-12)

Unit 20: Computer Crime
(Industry-Driven Authentic Assessment, See Appendix)

BIL: *Essential*

EDU:	12	AD
	I	P

Competency 20.1: Examine computer forensics and document computer crime.

Descriptors:

- 20.1.1 Identify types of computer forensics tools.
- 20.1.2 Discuss investigative guidelines to computer forensics.
- 20.1.3 Identify response, certification and professional organizations that assist with computer crime.
- 20.1.4 Describe retrieval of password protected electronic information/data.
- 20.1.5 Describe the recovery of deleted or damaged electronically stored data/information.

BIL: Recommended

EDU:	12	AD
		I

Competency 20.2: Examine federal and state laws, and cases of illegal computer access.

Descriptors:

- 20.2.1 Cite current state and federal legislation prohibiting illegal access to protected computers.
- 20.2.2 Describe hacking as it relates to unauthorized intrusion.
- 20.2.3 Discuss the motivation for unauthorized computer intrusion (e.g., eavesdropping, technical challenge, theft, fraud, damage).

Correlated Social Studies Academic Content Benchmarks

- *Evaluate, take and defend positions about issues concerning the alignment of the characteristics of American democracy with realities in the United States today.* (Government A, 11-12)
- *Obtain and evaluate information from public records and other resources related to a public policy issue.* (Social Studies Skills and Methods A, 11-12)

BIL: Recommended

EDU:	12	AD
		I

Competency 20.3: Examine federal and state laws, and cases of exceeding authorized computer access.

Descriptors:

- 20.3.1 Cite current state and federal legislation prohibiting exceeding authorized access to protected computers.
- 20.3.2 Contrast authorized access with exceeding authorized access.
- 20.3.3 Discuss the motivation for exceeding authorized access (e.g. retribution, snooping, personal gain, fraud, damage).

Correlated Social Studies Academic Content Benchmarks

- *Obtain and evaluate information from public records and other resources related to a public policy issue.* (Social Studies Skills and Methods A, 11-12)
- *Critique data and information to determine the adequacy of support for conclusions.* (Social Studies Skills and Methods B, 11-12)

BIL: *Essential*

EDU:	12	AD
	I	P

Competency 20.4: Examine criminal codes associated with computers.

Descriptors:

- 20.4.1 Examine federal and state laws, and cases of intentional damage to computer or computer networks.
- 20.4.2 Examine federal and state laws, and cases of computer fraud, extortion and espionage.
- 20.4.3 Describe the use of the Internet by sexual predators.
- 20.4.4 Discuss distribution of obscenity to minors.
- 20.4.5 Discuss production and dissemination of sexually oriented matter involving minors.
- 20.4.6 Discuss state and federal search and seizure legislation that pertains to computers.

Correlated Social Studies Academic Content Benchmarks

- *Evaluate, take and defend positions about issues concerning the alignment of the characteristics of American democracy with realities in the United States today.* (Government A, 11-12)
- *Obtain and evaluate information from public records and other resources related to a public policy issue.* (Social Studies Skills and Methods A, 11-12)

BIL: *Essential*

EDU:	12	AD
	P	R

Competency 20.5: Examine identity theft.

Descriptors:

- 20.5.1 Explain identity theft.
- 20.5.2 Present the trends of identity theft over the past decade.
- 20.5.3 Describe the major methods of identity theft.
- 20.5.4 Discuss the victims of identity theft and how it impacts their lives.
- 20.5.5 Discuss how computers are used in identity theft.
- 20.5.6 Describe various methods to avoid identity theft.
- 20.5.7 Describe means to combat identity theft.
- 20.5.8 Describe investigation of identity theft.

Correlated English Language Arts Academic Content Benchmarks

- *Organize information from various resources and select appropriate sources to support central ideas, concepts and themes.* (Research C, 8-10)
- *Compile, organize and evaluate information, take notes and summarize findings.* (Research B, 11-12)

Correlated Mathematics Academic Content Benchmarks

- *Construct convincing arguments based on analysis of data and interpretation of graphs.* (Data Analysis and Probability F, 8-10)
- *Locate and interpret mathematical information accurately, and communicate ideas, processes and solutions in a complete and easily understood manner.* (Mathematical Processes H, 8-10)

Correlated Social Studies Academic Content Benchmarks

- *Obtain and evaluate information from public records and other resources related to a public issue.* (Social Studies Skills and Methods A, 11-12)

BIL: ***Essential***

EDU:	12	AD
	I	P

Competency 20.6: Describe the applications for computer-aided investigations.

Descriptors:

- 20.6.1 Discuss the utilization of computers to investigate occupational crimes.
- 20.6.2 Describe the utilization of computers to investigate white-collar crime (e.g., corporate crimes).
- 20.6.3 Describe the application of computer generated crime scene analysis to criminal investigations.
- 20.6.4 Discuss how enhanced photographs, images and forensic animation assist criminal investigations.
- 20.6.5 Discuss allegations of evidence tampering as it relates to computer-aided investigations.

Unit 21: Behavioral Science

(Industry-Driven Authentic Assessment, See Appendix)

BIL: ***Essential***

EDU:	12	AD
	I	P

Competency 21.1: Examine the biological roots of criminal behavior.

Descriptors:

- 21.1.1 Discuss the principles of biological theories (e.g., genetics).
- 21.1.2 Discuss human aggression.
- 21.1.3 Discuss the relationship of crime and human behavior.

BIL: ***Essential***

EDU:	12	AD
	I	P

Competency 21.2: Explain the psychological and psychiatric foundations of criminal behavior.

Descriptors:

- 21.2.1 Discuss the principles of psychological theories (e.g., modeling theory, behavior theory, attachment theory, self-control theory).
- 21.2.2 Explain criminal behavior as maladaptation.
- 21.2.3 Interpret crime as adaptive behavior.
- 21.2.4 Associate insanity to criminal behavior.
- 21.2.5 Define social policy and forensic psychology.
- 21.2.6 Describe criminal psychological profiling.

Correlated English Language Arts Academic Content Benchmark

- *Use multiple resources to enhance comprehension of vocabulary.* (Acquisition of Vocabulary F, 8-10; Acquisition of Vocabulary E, 11-12)

Correlated Social Studies Academic Content Benchmark

- *Critique data and information to determine the adequacy of support for conclusions.* (Social Studies Skills and Methods B, 11-12)

BIL: ***Essential***

EDU:	12	AD
	I	P

Competency 21.3: Examine the sociological foundations of criminal behavior.

Descriptors:

- 21.3.1 Discuss the principles of sociological theories (e.g., structure theory, process theory, development theory).
- 21.3.2 Cite examples for each of the social theories.
- 21.3.3 Identify the policy implications for addressing the social theories.

Correlated English Language Arts Academic Content Benchmark

- *Use multiple resources to enhance comprehension of vocabulary.* (Acquisition of Vocabulary F, 8-10; Acquisition of Vocabulary E, 11-12)

Correlated Social Studies Academic Content Benchmarks

- *Critique data and information to determine the adequacy of support for conclusions.* (Social Studies Skills and Methods B, 11-12)

BIL: ***Essential***

EDU:	12	AD
	I	P

Competency 21.4: Examine crimes and their sociological and psychological impact on communities.

Descriptors:

- 21.4.1 Identify crimes against persons and illustrate the sociological and psychological impact on communities.
- 21.4.2 List crimes against property and examine the sociological and psychological impact on communities.
- 21.4.3 Examine white collar and organized crime, and the sociological and psychological impact on communities.
- 21.4.4 Compare/contrast substance abuse and criminal behavior.
- 21.4.5 Illustrate the sociological and psychological impact of substance abuse on communities.
- 21.4.6 Illustrate examples of victimless crimes, and the sociological and psychological impact on communities.

Correlated English Language Arts Academic Content Benchmarks

- *Organize information from various resources and select appropriate sources to support central ideas, concepts and themes.* (Research C, 8-10)
- *Create and analyze tabular and graphical displays of data using appropriate tools, including spreadsheets and graphing calculators.* (Data Analysis and Probability A, 11-12)
- *Compile, organize and evaluate information, take notes and summarize findings.* (Research B, 11-12)

Correlated Mathematics Academic Content Benchmarks

- *Construct convincing arguments based on analysis of data and interpretation of graphs.* (Data Analysis and Probability F, 8-10)
- *Locate and interpret mathematical information accurately, and communicate ideas, processes and solutions in a complete and easily understood manner.* (Mathematical Processes H, 8-10)

Correlated Social Studies Academic Content Benchmarks

- *Evaluate various means for citizens to take action on a particular issue.* (Citizenship Rights and Responsibilities A, 11-12)
- *Explain how the exercise of a citizen's rights and responsibilities helps to strengthen a democracy.* (Citizenship Rights and Responsibilities B, 11-12)
- *Critique data and information to determine the adequacy of support for conclusions.* (Social Studies Skills and Methods B, 11-12)

BIL: ***Recommended***

EDU:	12	AD
	I	P

Competency 21.5: Describe the basic origins of conflict and the needs that motivate behavior.

Descriptors:

- 21.5.1 Identify the basic psychological needs that motivate behavior (e.g. belonging, power, freedom).
- 21.5.2 Recognize the role limited resources (time, money, property) play in generating conflict
- 21.5.3 Discuss the role that different values play in generating conflict.
- 21.5.4 Identify how the effects of substance abuse, mental health and disabilities impact conflict
- 21.5.5 Discuss how conflict arises at work and how it affects people.
- 21.5.6 Describe workplace violence, why it occurs and the indicators precluding its occurrence.

Correlated Social Studies Academic Content Benchmarks

- *Analyze how scarcity of productive resources affects supply, demand, inflation and economic choices.* (Economics A, 11-12)

BIL: ***Recommended***

EDU:	12	AD
	I	P

Competency 21.6: Examine the different responses to conflict as they relate to results.

Descriptors:

- 21.6.1 Describe the soft response approach (e.g. avoidance, compromise, accommodation) and the typical reasons for using that approach.
- 21.6.2 Describe the hard response approach (e.g. force, threats, aggression, anger) and the typical reasons for using that approach.
- 21.6.3 Describe the principled response approach (e.g. good communication skills, problem solving skills, and the ability to see the problem from more than one perspective) and the typical reasons for using that approach.
- 21.6.4 Describe ways to effectively deal with conflict in the workplace.

Correlated Social Studies Academic Content Benchmark

- *Work in groups to analyze an issue and make decisions.* (Social Studies Skills and Methods D, 11-12)

BIL: *Recommended*

EDU:	12	AD
	P	R

Competency 21.7: Examine anger management techniques for resolving conflicts and reducing anger.

Descriptors:

- 21.7.1 Identify techniques to reduce anger.
- 21.7.2 Distinguish between passive, aggressive and assertive behavior.
- 21.7.3 Describe how body language plays a role in interacting with others.
- 21.7.4 Identify factors that can contribute to a person’s hostility.
- 21.7.5 Utilize communication strategies to deal with each category of difficult people.
- 21.7.6 Discuss predictable factors that signal potential conflict.
- 21.7.7 Discuss supervision strategies for dealing with upset subordinates or co-workers.

Correlated English Language Arts Academic Content Benchmarks

- *Use multiple resources to enhance comprehension of vocabulary.* (Acquisition of Vocabulary F, 8-10; Acquisition of Vocabulary E, 11-12)
- *Use a variety of strategies to enhance listening comprehension.* (Communication: Oral and Visual A, 8-10; Communication: Oral and Visual A, 11-12)
- *Select and use effective speaking strategies for a variety of audiences, situations and purposes.* (Communication: Oral and Visual C, 11-12)

Unit 22: Corporate Security
(Industry-Driven Authentic Assessment, See Appendix)

BIL: *Essential*

EDU:	12	AD
	P	R

Competency 22.1: Provide an overview of corporate security.

Descriptors:

- 22.1.1 Discuss the role of corporate security.
- 22.1.2 Describe the size and score of corporate security.
- 22.1.3 Discuss different types of positions in corporate security.

22.1.4 Describe the different professional associations and societies for corporate security.

Correlated English Language Arts Academic Content Benchmarks

- *Compile, organize and evaluate information, take notes and summarize findings.* (Research B, 11-12)

BIL: *Recommended*

EDU:	12	AD
	I	R

Competency 22.2: Examine corporate security computer issues.

Descriptors:

- 22.2.1 Discuss the extent and impact of illegal entry into private computer bases.
- 22.2.2 Describe the different methods for illegal entry into private computer systems.
- 22.2.3 Describe the different types of computer viruses and their impact.
- 22.2.4 Discuss phishing (false e-mails) and their impact on private businesses.
- 22.2.5 Discuss the different methods of protecting electronic data, e-commerce and company websites (e.g., cryptography, firewalls, password, random number passwords, intrusion detection systems).
- 22.2.6 Describe corporate security investigative techniques for computer security violations.

Correlated English Language Arts Academic Content Benchmarks

- *Explain how different events have influenced and changed the English language.* (Acquisition of Vocabulary D, 8-10)
- *Use multiple resources to enhance comprehension of vocabulary.* (Acquisition of Vocabulary F, 8-10; Acquisition of Vocabulary E, 11-12)

Correlated Social Studies Academic Content Benchmarks

- *Critique data and information to determine the adequacy of support for conclusions.* (Social Studies Skills and Methods B, 11-12)

BIL: *Recommended*

EDU:	12	AD
	I	R

Competency 22.3: Examine corporate security issues involving theft of proprietary information and trade secrets.

Descriptors:

- 22.3.1 Define the concepts of proprietary information and trade secrets.
- 22.3.2 Discuss the different ways to steal proprietary information and trade secrets.
- 22.3.3 Discuss methods of securing and protecting proprietary information and trade secrets.
- 22.3.4 Discuss corporate security investigative techniques for the cases involving theft of proprietary information and trade secrets.
- 22.3.5 Describe the different methods of resolving the theft of proprietary information and trade secrets, including civil and criminal prosecution.

BIL: *Recommended*

EDU:	12	AD
		I

Competency 22.4: Examine corporate security issues for counterfeit and product diversion.

Descriptors:

- 22.4.1 Define the concepts of counterfeit and product diversion.
- 22.4.2 Discuss the different methods of counterfeit and product diversion.
- 22.4.3 Discuss methods for reducing counterfeiting and product diversion.
- 22.4.4 Discuss corporate security investigative techniques for cases involving counterfeiting and product diversion.
- 22.4.5 Describe the different methods of dealing with cases counterfeiting and product diversion.

Correlated Social Studies Academic Content Benchmarks

- *Critique data and information to determine the adequacy of support for conclusions.* (Social Studies Skills and Methods B, 11-12)

BIL: ***Recommended***

EDU:	12	AD
	I	R

Competency 22.5: Examine health care fraud.

Descriptors:

- 22.5.1 Describe the different types of health care fraud (e.g. false billing/claims, kickbacks, bribery, Qui Tam Matters, denial of services, overcharges).
- 22.5.2 Discuss the extent and impact of health care fraud.
- 22.5.3 Describe methods for reducing health care fraud.
- 22.5.4 Discuss corporate security investigative techniques for cases involving health care fraud.
- 22.5.5 Describe the different methods of handling cases involving health care fraud.

Correlated English Language Arts Academic Content Benchmarks

- *Use multiple resources to enhance comprehension of vocabulary.* (Acquisition of Vocabulary F, 8-10; Acquisition of Vocabulary E, 11-12)

Correlated Mathematics Academic Content Benchmarks

- *Construct convincing arguments based on analysis of data and interpretation of graphs.* (Data Analysis and Probability F, 8-10)
- *Locate and interpret mathematical information accurately, and communicate ideas, processes and solutions in a complete and easily understood manner.* (Mathematical Processes H, 8-10)
- *Assess the adequacy and reliability of information available to solve a problem.* (Mathematical Processes C, 11-12)

Correlated Social Studies Academic Content Benchmarks

- *Critique data and information to determine the adequacy of support for conclusions.* (Social Studies Skills and Methods B, 11-12)

BIL: *Recommended*

EDU:	12	AD
	I	R

Competency 22.6: Examine insurance fraud.

Descriptors:

- 22.6.1 Discuss the different types of insurance fraud (e.g., car, home, padding, false claims, over-estimation, kickbacks, agent).
- 22.6.2 Describe the extent and impact of insurance fraud.
- 22.6.3 Discuss corporate and private security investigative techniques for cases involving insurance fraud.
- 22.6.4 Describe the different databases and clearinghouses for insurance fraud.
- 22.6.5 Describe the different methods of handling cases involving insurance fraud.

Correlated Mathematics Academic Content Benchmarks

- *Construct convincing arguments based on analysis of data and interpretation of graphs.* (Data Analysis and Probability F, 8-10)
- *Locate and interpret mathematical information accurately, and communicate ideas, processes and solutions in a complete and easily understood manner.* (Mathematical Processes H, 8-10)
- *Assess the adequacy and reliability of information available to solve a problem.* (Mathematical Processes C, 11-12)

Correlated Social Studies Academic Content Benchmarks

- *Critique data and information to determine the adequacy of support for conclusions.* (Social Studies Skills and Methods B, 11-12)

BIL: *Essential*

EDU:	12	AD
	I	P

Competency 22.7: Examine loss prevention.

Descriptors:

- 22.7.1 Describe the extent and impact of stolen goods.
- 22.7.2 Describe the different forms of theft (e.g., employee versus customer).
- 22.7.3 Describe how to create a customer-oriented and proactive theft security program
- 22.7.4 Discuss methods for curbing employee theft.
- 22.7.5 Describe loss prevention investigative techniques.
- 22.7.6 Discuss legal rights of employees and customers during loss prevention investigations, stops and arrests.
- 22.7.7 Discuss liability issues associated with loss prevention cases and investigations.
- 22.7.8 Discuss supervisory and management issues in operating a loss prevention program.
- 22.7.9 Describe the different methods of handling cases involving theft.

Correlated Mathematics Academic Content Benchmarks

- *Construct convincing arguments based on analysis of data and interpretation of graphs.* (Data Analysis and Probability F, 8-10)

- *Locate and interpret mathematical information accurately, and communicate ideas, processes and solutions in a complete and easily understood manner.* (Mathematical Processes H, 8-10)
- *Assess the adequacy and reliability of information available to solve a problem.* (Mathematical Processes C, 11-12)

Correlated Social Studies Academic Content Benchmarks

- *Explain how the exercise of a citizen’s rights and responsibilities helps to strengthen a democracy.* (Citizenship Rights and Responsibilities B, 11-12)
- *Work in groups to analyze an issue and make decisions.* (Social Studies Skills and Methods D, 11-12)

BIL: Essential

EDU:	12	AD
	I	P

Competency 22.8: Examine physical security and threat management.

Descriptors:

- 22.8.1 Describe a comprehensive physical security vulnerability assessment.
- 22.8.2 Discuss political and economic risk intelligence and assessment.
- 22.8.3 Describe crisis management and threat mitigation.
- 22.8.4 Describe travel risk management and how it is done.
- 22.8.5 Discuss protection of overseas property, property in conflict areas and moving property (e.g., ships, airfreight).
- 22.8.6 Discuss protection of executives.
- 22.8.7 Describe electronic surveillance countermeasures and detection methods.
- 22.8.8 Describe effective methods to ensure physical assets and operations are protected.
- 22.8.9 Discuss methods for collecting information on business prospects and current business partners and suppliers.

BIL: Essential

EDU:	12	AD
	I	P

Competency 22.9 Examine workplace violence.

Descriptors:

- 22.9.1 Describe the frequency of workplace violence and the impact on co-workers and businesses.
- 22.9.2 Describe the legal issues, including liability, associated with workplace violence.
- 22.9.3 Discuss the issue of stalking of employees by other employees.
- 22.9.4 Describe effective methods to avoid workplace violence and employee stalking.

BIL: Recommended

EDU:	12	AD
		I

Competency 22.10 Examine securities compliance investigations.

Descriptors:

- 22.10.1 Describe the different forms of securities violations and the impact on business.

- 22.10.2 Describe conflict of interest investigations.
- 22.10.3 Discuss misrepresentation, overstatement and non-disclosure investigations.
- 22.10.4 Discuss hidden ownership investigations, and insider and improper trading investigations.
- 22.10.5 Discuss background reputation and relationship investigations.
- 22.10.6 Describe methods for securities compliance.

BIL: ***Recommended***

EDU:	12	AD
	I	R

Competency 22.11 Examine credit card fraud.

Descriptors:

- 22.11.1 Discuss credit card fraud, its extent and its impact on businesses.
- 22.11.2 Describe the different types of credit card fraud.
- 22.11.3 Discuss methods used by businesses to stop credit card fraud.
- 22.11.4 Describe investigative techniques used by corporations and business for cases of credit card fraud.

Correlated Mathematics Academic Content Benchmarks

- *Construct convincing arguments based on analysis of data and interpretation of graphs.* (Data Analysis and Probability F, 8-10)
- *Locate and interpret mathematical information accurately, and communicate ideas, processes and solutions in a complete and easily understood manner.* (Mathematical Processes H, 8-10)
- *Assess the adequacy and reliability of information available to solve a problem.* (Mathematical Processes C, 11-12)

Unit 23: Criminal Investigation

(Industry-Driven Authentic Assessment, See Appendix)

BIL: ***Essential***

EDU:	12	AD
	P	R

Competency 23.1 Explain the investigative process.

Descriptors:

- 23.1.1 Describe procedures to determine whether a crime has been committed.
- 23.1.2 Discuss issues of investigative jurisdiction.
- 23.1.3 Document all facts pertaining to the complaint (e.g. physical evidence, clues, witnesses).
- 23.1.4 Produce geographic depictions of where crime occurs.
- 23.1.5 Describe procedures used to identify, locate and apprehend the perpetrator.

Correlated English Language Arts Academic Content Benchmarks

- *Produce functional documents that report, organize and convey information and ideas accurately, foresee readers’ problems or misunderstandings and that include formatting techniques that are user friendly.* (Writing Applications C, 11-12)

Correlated Social Studies Academic Content Benchmarks

- *Use appropriate data sources and geographic tools to analyze and evaluate public policies.* (Geography C, 11-12)
- *Critique data and information to determine the adequacy of support for conclusions.* (Social Studies Skills and Methods B, 11-12)

BIL: *Essential*

EDU:	12	AD
	P	R

Competency 23.2: Examine basic response to a crime scene.

Descriptors:

- 23.2.1 Identify the boundaries and secure the crime scene.
- 23.2.2 Discuss the various note-taking methods and the importance of field notes.
- 23.2.3 Document a crime scene through sketching, photography and by video.
- 23.2.4 Calculate and record direct measurements to identify the boundaries of the crime scene (e.g., perimeter, circumference, composite shape).
- 23.2.5 Identify the perpetrator(s), the perpetrator’s description and the perpetrator’s location.
- 23.2.6 Identify witnesses and document information provided by witnesses.
- 23.2.7 Broadcast an updated description of the incident, perpetrator(s) and/or vehicle.
- 23.2.8 Identify safety issues as they relates to crime scenes (e.g., biohazards, chemical hazards).

Correlated English Language Arts Academic Content Benchmarks

- *Produce functional documents that report, organize and convey information and ideas accurately, foresee readers’ problems or misunderstandings and that include formatting techniques that are user friendly.* (Writing Applications C, 11-12)
- *Demonstrate an understanding of effective speaking strategies by selecting appropriate language and adjusting presentation techniques.* (Communication: Oral and Visual D, 8-10)

Correlated Mathematics Academic Content Benchmarks

- *Solve increasingly complex non-routine measurement problems and check for reasonableness of results.* (Measurement A, 8-10)
- *Apply indirect measurement techniques, tools and formulas, as appropriate, to find perimeter, circumference and area of circles, triangles, quadrilaterals and composite shapes, and to find volume of prisms, cylinders, and pyramids.* (Measurement C, 8-10)
- *Estimate and compute various attributes, including length, angle measure, area, surface area and volume, to a specified level of precision.* (Measurement E, 8-10)

Correlated Social Studies Academic Content Benchmarks

- *Use appropriate data sources and geographic tools to analyze and evaluate public policies.* (Geography C, 11-12)
- *Critique data and information to determine the adequacy of support for conclusions.* (Social Studies Skills and Methods B, 11-12)

BIL: *Essential*

EDU:	12	AD
	I	P

Competency 23.3: Explain applications of constitutional and case law.

Descriptors:

- 23.3.1 Distinguish constitutional law from case law.
- 23.3.2 Describe types, applications and exceptions to the *Rules of Evidence*.
- 23.3.3 Discuss applications of arrest laws.
- 23.3.4 Describe applications of search and seizure laws.
- 23.3.5 Explain the purpose and application of the Miranda warning.

Correlated English Language Arts Academic Content Benchmarks

- *Demonstrate comprehension of print and electronic text by responding to questions (e.g., literal, inferential, evaluative and synthesizing).* (Reading Process B, 8-10; Reading Process B, 11-12)

Correlated Social Studies Academic Content Benchmarks

- *Explain how the U.S. Constitution has evolved including its philosophical foundations, amendments and court interpretations.* (Government B, 11-12)
- *Critique data and information to determine the adequacy of support for conclusions.* (Social Studies Skills and Methods B, 11-12)

BIL: ***Essential***

EDU:	12	AD
	P	R

Competency 23.4: Explain the procedures for securing evidence at a crime scene.

Descriptors:

- 23.4.1 Discuss the identification of various types of evidence.
- 23.4.2 Discuss the proper methods for collection of evidence.
- 23.4.3 Describe various methods for packaging and documenting of evidence.
- 23.4.4 Describe various methods for preserving evidence and avoiding contamination.
- 23.4.5 Discuss the proper methods of transporting evidence to the proper location.
- 23.4.6 Describe the issue of chain of custody for crime scene evidence and how it is maintained (i.e., the issue of inventory and securing of evidence).
- 23.4.7 Discuss the evidentiary standards for use of evidence in criminal cases.

BIL: ***Essential***

EDU:	12	AD
	I	P

Competency 23.5: Conduct interviews of witnesses and interview/interrogate suspects.

Descriptors:

- 23.5.1 Define the difference between interrogation and interview.
- 23.5.2 Verbalize the legal considerations of the interview and interrogation.
- 23.5.3 List techniques utilized in a Kinesics interview and detect deception.
- 23.5.4 List techniques to enhance the memory of a witness.
- 23.5.5 Discuss considerations and legal implications for videotaping and recording interviews and interrogations.
- 23.5.6 Listen and observe body language, eye movement, voice tone and voice inflection to comprehend information and distinguish facts from fabrication.
- 23.5.7 Discuss the different interrogation styles and the impact of location.

23.5.8 Discuss the issue of false confessions and why they occur.

Correlated English Language Arts Academic Content Benchmarks

- *Use a variety of strategies to enhance listening comprehension.* (Communication: Oral and Visual A, 8-10; Communication: Oral and Visual A, 11-12)
- *Analyze the techniques used by speakers and media to influence an audience, and evaluate the effect this has on the credibility of a speaker or media message.* (Communication: Oral and Visual B, 8-10)

Correlated Social Studies Academic Content Benchmarks

- *Explain how the exercise of a citizen’s rights and responsibilities helps to strengthen a democracy.* (Citizenship Rights and Responsibilities B, 11-12)

BIL: *Essential*

EDU:	12	AD
	I	P

Competency 23.6: Examine controlled substance issues.

Descriptors:

- 23.6.1 Identify controlled substances in various forms.
- 23.6.2 Create, interpret and use graphical displays and statistical measures to describe controlled substance data.
- 23.6.3 Investigate dangerous and sometimes lethal and unpredictable controlled substances.
- 23.6.4 Describe the physiological effects of controlled substances.
- 23.6.5 Identify anti-drug legislation.

Correlated Mathematics Academic Content Benchmarks

- *Construct convincing arguments based on analysis of data and interpretation of graphs.* (Data Analysis and Probability F, 8-10)
- *Create and analyze tabular and graphical displays of data using appropriate tools, including spreadsheets and graphing calculators.* (Data Analysis and Probability A, 11-12)
- *Use descriptive statistics to analyze and summarize data, including measures of center, dispersion, correlation and variability.* (Data Analysis and Probability B, 11-12)
- *Assess the adequacy and reliability of information available to solve a problem.* (Mathematical Processes C, 11-12)

BIL: *Essential*

EDU:	12	AD
	I	P

Competency 23.7: Explain the procedures for drug investigations.

Descriptors:

- 23.7.1 Discuss investigative techniques used to identify controlled substances and the culture of drug users, including major narcotic investigation techniques.
- 23.7.2 Discuss issues with the use of informants in drug investigations.
- 23.7.3 Discuss intelligence reports and case initiation.

- 23.7.4 Identify the procedures for affidavit writing, search warrants, phone calls, mail, pen registers and wire intercepts.
- 23.7.5 Describe raid planning and preparation.
- 23.7.6 Describe managing the undercover operation.

Correlated Social Studies Academic Content Benchmarks

- *Critique data and information to determine the adequacy of support for conclusions.* (Social Studies Skills and Methods B, 11-12)

BIL: ***Essential***

EDU:	12	AD
	I	P

Competency 23.8: Examine drug testing procedures.

Descriptors:

- 23.8.1 Discuss various field drug tests.
- 23.8.2 Discuss various laboratory drug tests.
- 23.8.3 Discuss the issue of false positives.
- 23.8.4 Describe the proper procedures for identifying and handling of dangerous chemicals found in illegal drug labs.
- 23.8.5 Describe the correct evidence and handling procedures of illegal drugs.
- 23.8.6 Discuss drug testing methods of suspects and arrestees.

BIL: ***Recommended***

EDU:	12	AD
	I	R

Competency 23.9: Analyze handling traffic crashes.

Descriptors:

- 23.9.1 Discuss traffic patterns and how they are related to traffic crashes.
- 23.9.2 Discuss weather and road conditions and how they factor into traffic crashes.
- 23.9.3 Discuss different types of motorized vehicle crashes.
- 23.9.4 Discuss collision scene management.
- 23.9.5 Describe how to document a traffic accident scene and how to write a traffic crash report.

Correlated Science Academic Content Benchmarks

- *Explain the movement of objects by applying Newton’s three laws of motion.* (Physical Sciences D, 9-10)

Correlated Social Studies Academic Content Benchmarks

- *Use appropriate data sources and geographic tools to analyze and evaluate public policies.* (Geography C, 11-12)

BIL: ***Recommended***

EDU:	12	AD
	I	R

Competency 23.10: Conduct traffic crash investigations.

Descriptors:

- 23.10.1 Utilize traffic crash investigation equipment.
- 23.10.2 Compute and explain critical and combined speeds.
- 23.10.3 Discuss the importance of physics and mathematics in traffic crash investigations.
- 23.10.4 Apply formulas used in traffic crash investigations.
- 23.10.5 Describe the major methods for traffic crash reconstruction.
- 23.10.6 Analyze data obtained from staged motor vehicle accidents and explain how it is used in traffic crash investigations.
- 23.10.7 Discuss how to translate technical information and data to laypeople.

Correlated Mathematics Academic Content Benchmarks

- *Solve increasingly complex non-routine measurement problems and check for reasonableness of results.* (Measurement A, 8-10)
- *Estimate and compute various attributes, including length, angle measure, area, surface area and volume, to a specified level of precision.* (Measurement E, 8-10)
- *Construct convincing arguments based on analysis of data and interpretation of graphs.* (Data Analysis and Probability F, 8-10)
- *Create and analyze tabular and graphical displays of data using appropriate tools, including spreadsheets and graphing calculators.* (Data Analysis and Probability A, 11-12)
- *Communicate mathematical ideas orally and in writing with a clear purpose and appropriate for a specific audience.* (Mathematical Processes I, 11-12)

Correlated Science Academic Content Benchmarks

- *Explain the movement of objects by applying Newton’s three laws of motion.* (Physical Sciences D, 9-10)

BIL: ***Essential***

EDU:	12	AD
	I	P

Competency 23.11: Analyze sexual assault crimes.

Descriptors:

- 23.11.1 Examine and present data on sex crimes and sexual assault.
- 23.11.2 Discuss why sexual assaults are different from many other criminal investigations.
- 23.11.3 Describe the psychological and emotional effects of sexual assault.
- 23.11.4 Discuss the different types of sex crimes and sexual assaults.
- 23.11.5 Describe being victim centered.
- 23.11.6 Discuss the different community services available to sexual assault victims and how to inform the victim of these services.

Correlated Mathematics Academic Content Benchmarks

- *Construct convincing arguments based on analysis of data and interpretation of graphs.* (Data Analysis and Probability F, 8-10)

- *Create and analyze tabular and graphical displays of data using appropriate tools, including spreadsheets and graphing calculators.* (Data Analysis and Probability A, 11-12)
- *Assess the adequacy and reliability of information available to solve a problem.* (Mathematical Processes C, 11-12)

Correlated Social Studies Academic Content Benchmarks

- *Obtain and evaluate information from public records and other resources related to a public policy issue.* (Social Studies Skills and Methods A, 11-12)

BIL: *Essential*

EDU:	12	AD
	I	P

Competency 23.12: Conduct sex crime investigations.

Descriptors:

- 23.12.1 Identify the different members of a Sexual Assault Response Team and their duties.
- 23.12.2 Discuss privacy rights and issues for sexual assault victims.
- 23.12.3 List techniques utilized during the interview of sexual assault victims, child witnesses and child victims.
- 23.12.4 Discuss the different types of evidence collected in sexual assault investigations.
- 23.12.5 Describe how different tests are used in analyzing certain types of evidence in sexual assault cases (e.g., DNA, toxicology, serology).
- 23.12.6 Identify specific interview and interrogation techniques for sexual assault suspects.
- 23.12.7 Explain how to write a sexual assault investigation report.
- 23.12.8 Discuss issues in presenting evidence and testifying in sexual assault cases.

Correlated Social Studies Academic Content Benchmarks

- *Explain how the exercise of a citizen’s rights and responsibilities helps to strengthen a democracy.* (Citizenship Rights and Responsibilities B, 11-12)
- *Obtain and evaluate information form public records and other resources related to a public policy issue.* (Social Studies Skills and Methods A, 11-12)
- *Critique data and information to determine the adequacy of support for conclusions.* (Social Studies Skills and Methods B, 11-12)

BIL: *Essential*

EDU:	12	AD
	I	P

Competency 23.13 Analyze issues in death/homicide cases.

Descriptors:

- 23.13.1 Examine and present data on murder, manslaughter and suicide.
- 23.13.2 Discuss the different types of death.
- 23.13.3 Discuss how to secure and manage a homicide scene.
- 23.13.4 Describe how to aid victims with the least impact on crime scene evidence.
- 23.13.5 Describe a dying declaration and its importance.
- 23.13.6 Describe the psychological and emotional effects of murder on witnesses, family and friends.

- 23.13.7 Discuss the different community services available to next of kin, friends and witnesses, and how to inform them of these services.
- 23.13.8 Describe the proper notification of next of kin in a death case.

Correlated Mathematics Academic Content Benchmarks

- *Construct convincing arguments based on analysis of data and interpretation of graphs.* (Data Analysis and Probability F, 8-10)
- *Create and analyze tabular and graphical displays of data using appropriate tools, including spreadsheets and graphing calculators.* (Data Analysis and Probability A, 11-12)
- *Assess the adequacy and reliability of information available to solve a problem.* (Mathematical Processes C, 11-12)

Correlated Social Studies Academic Content Benchmarks

- *Obtain and evaluate information from public records and other resources related to a public policy issue.* (Social Studies Skills and Methods A, 11-12).
- *Critique data and information to determine the adequacy of support for conclusions.* (Social Studies Skills and Methods B, 11-12)

BIL: *Essential*

EDU:	12	AD
	I	P

Competency 23.14: Conduct death/homicide investigations.

Descriptors:

- 23.14.1 Describe how to write and document a death/homicide investigation report.
- 23.14.2 Discuss how time of death is estimated, including both rigor mortis and lividity, and how they are used in death investigations.
- 23.14.3 Discuss how cause of death is determined or estimated.
- 23.14.4 Discuss the different types of evidence collected in death investigations.
- 23.14.5 Describe how different tests are used in analyzing certain types of evidence in homicide cases.
- 23.14.6 Describe the functions of a coroner and medical examiner.
- 23.14.7 List techniques utilized during the interview of homicide/death scene witnesses.
- 23.14.8 Identify different interview and interrogation techniques for murder suspects.
- 23.14.9 Discuss issues in presenting evidence and testifying in murder/criminal homicide cases.

Correlated Social Studies Academic Content Benchmarks

- *Critique data and information to determine the adequacy of support for conclusions.* (Social Studies Skills and Methods B, 11-12)

BIL: *Essential*

EDU:	12	AD
	I	P

Competency 23.15: Analyze issues with crimes of arson.

Descriptors:

- 23.15.1 Examine and present data on arson.

- 23.15.2 Discuss the interaction of fire department and law enforcement organizations in arson investigations.
- 23.15.3 Describe the major causes of fires.
- 23.15.4 Discuss how the causes of fires are determined.
- 23.15.5 Discuss how the origin is determined.
- 23.15.6 Describe the major reasons why people intentionally set fires.

Correlated Mathematics Academic Content Benchmarks

- *Construct convincing arguments based on analysis of data and interpretation of graphs.* (Data Analysis and Probability F, 8-10)
- *Create and analyze tabular and graphical displays of data using appropriate tools, including spreadsheets and graphing calculators.* (Data Analysis and Probability A, 11-12)
- *Assess the adequacy and reliability of information available to solve a problem.* (Mathematical Processes C, 11-12)

Correlated Social Studies Academic Content Benchmarks

- *Obtain and evaluate information from public records and other resources related to a public policy issue.* (Social Studies Skills and Methods A, 11-12)

BIL: ***Essential***

EDU:	12	AD
	I	P

Competency 23.16: Explain the procedures for arson investigations.

Descriptors:

- 23.16.1 Describe how to document an arson scene.
- 23.16.2 Describe how evidence found at a fire scene, is packaged and analyzed.
- 23.16.3 Discuss different types of accelerants and ignitable liquids, and how they are located and identified.
- 23.16.4 Describe the analysis of insurance documentation in arson investigations.
- 23.16.5 Describe the profile of a serial arsonist.
- 23.16.6 Explain how to write an arson investigation report.
- 23.16.7 Discuss issues in presenting evidence and testifying in arson cases.
- 23.16.8 Discuss how to secure and manage a fire scene.
- 23.16.9 Recognize the major data sources and databases for use in fire investigations.

Correlated Social Studies Academic Content Benchmarks

- *Obtain and evaluate information from public records and other resources related to a public policy issue.* (Social Studies Skills and Methods A, 11-12)
- *Critique data and information to determine the adequacy of support for conclusions.* (Social Studies Skills and Methods B, 11-12)

BIL: ***Essential***

EDU:	12	AD
	I	P

Competency 23.17: Discuss the utilization of online databases and clearing houses to investigate crimes.

Descriptors:

- 23.17.1 Identify the types of information available on databases and through clearing houses.
- 23.17.2 Describe how databases and clearing houses collect information.

Correlated Social Studies Academic Content Benchmarks

- *Obtain and evaluate information from public records and other resources related to a public policy issue.* (Social Studies Skills and Methods A, 11-12)

Unit 24: Science and Technology Applications

(Industry-Driven Authentic Assessment, See Appendix)

BIL: *Essential*

EDU:	12	AD
	I	P

Competency 24.1: Discuss forensic toxicology.

Descriptors:

- 24.1.1 Describe the role of the toxicologist.
- 24.1.2 Identify the various substances and specimens a toxicologist could encounter.
- 24.1.3 Recognize the significance of toxicological findings.
- 24.1.4 Discuss requirements for using forensic toxicology in criminal proceedings.

Correlated Science Academic Content Benchmarks

- *Participate in and apply the processes of scientific investigation to create models and to design, conduct, evaluate and communicate the results of these investigations.* (Scientific Inquiry A, 9-10)
- *Make appropriate choices when designing and participating in scientific investigations by using cognitive and manipulative skills when collecting data and formulating conclusions from the data.* (Scientific Inquiry A, 11-12)
- *Explain how societal issues and considerations affect the progress of science and technology.*(Scientific Ways of Knowing C, 11-12)

BIL: *Essential*

EDU:	12	AD
	I	P

Competency 24.2: Discuss electronically recorded evidence.

Descriptors:

- 24.2.1 Identify the legal parameters involving electronic surveillance systems and the circumstances under which they may be used.
- 24.2.2 Describe illegal electronic surveillance systems and identify the laws they violate.
- 24.2.3 Discuss the different types of electronic evidence that can be used in criminal investigations.

- 24.2.4 Discuss the enhancement of electronically recorded evidence for use in criminal investigations and cases.
- 24.2.5 Describe evidentiary standards for use of electronically recorded evidence in criminal proceedings.

Correlated English Language Arts Academic Content Benchmarks

- *Demonstrate comprehension of print and electronic text by responding to questions (e.g., literal, inferential, evaluative and synthesizing).* (Reading Process B, 8-10; Reading Process B, 11-12)

Correlated Social Studies Academic Content Benchmarks

- *Critique data and information to determine the adequacy of support for conclusions.* (Social Studies Skills and Methods B, 11-12)

BIL: *Essential*

EDU:	12	AD
	I	P

Competency 24.3 Examine issues with financial crimes.

Descriptors

- 24.3.1 Describe the different types of financial crimes.
- 24.3.2 Describe the scope, depth and impact of financial crimes.
- 24.3.3 Discuss the concept and impact of white collar crime.
- 24.3.4 Identify common frauds (e.g., counterfeiting, identify theft, scams) and their targeted populations.
- 24.3.5 Discuss financial institution systems and banking principles.
- 24.3.6 Identify money laundering control legislation.

Correlated English Language Arts Academic Content Benchmarks

- *Use multiple resources to enhance comprehension of vocabulary.* (Acquisition of Vocabulary F, 8-10; Acquisition of Vocabulary E, 11-12)
- *Demonstrate comprehension of print and electronic text by responding to questions (e.g., literal, inferential, evaluative and synthesizing).* (Reading Process B, 8-10; Reading Process B, 11-12)

Correlated Social Studies Academic Content Benchmarks

- *Obtain and evaluate information form public records and other resources related to a public policy issue.* (Social Studies Skills and Methods A, 11-12).
- *Critique data and information to determine the adequacy of support for conclusions.* (Social Studies Skills and Methods B, 11-12)

BIL: *Essential*

EDU:	12	AD
	I	P

Competency 24.4: Describe forensic accounting and financial crime investigation.

Descriptors:

- 24.4.1 Describe the different types of financial evidence that can be used in a criminal investigation.
- 24.4.2 Discuss seizures of financial records and resources.
- 24.4.3 Identify proper document acquisition and recovery procedures.
- 24.4.4 Discuss the role of a forensic accountant.
- 24.4.5 Discuss the principle and process of financial forfeitures in criminal cases.
- 24.4.6 Discuss various financial control systems.
- 24.4.7 Discuss the role of audits.
- 24.4.8 Describe issues of presenting financial records and evidence in criminal proceedings.

Correlated Mathematics Academic Content Benchmarks

- *Apply mathematical knowledge and skills routinely in other content areas and practical situations.* (Mathematical Processes B, 8-10)

Correlated Social Studies Academic Content Benchmarks

- *Critique data and information to determine the adequacy of support for conclusions.* (Social Studies Skills and Methods B, 11-12)

BIL: ***Essential***

EDU:	12	AD
	I	P

Competency 24.5: Describe the role of blood evidence.

Descriptors:

- 24.5.1 Discuss the nature of blood characteristics as they relate to crime scene investigation.
- 24.5.2 Discuss the collection and preservation of blood evidence.
- 24.5.3 Discuss various techniques to locate unseen blood evidence at crime scenes and their impact on the blood evidence.
- 24.5.4 Describe blood spatter and how it is analyzed.
- 24.5.5 Discuss the investigative information determined from blood spatter and/or blood location.
- 24.5.6 Describe the major types of analyses of blood evidence.
- 24.5.7 Discuss evidentiary standards for introduction of blood evidence in criminal proceedings.

Correlated English Language Arts Academic Content Benchmarks

- *Use multiple resources to enhance comprehension of vocabulary.* (Acquisition of Vocabulary F, 8-10; Acquisition of Vocabulary E, 11-12)
- *Demonstrate comprehension of print and electronic text by responding to questions (e.g., literal, inferential, evaluative and synthesizing).* (Reading Process B, 8-10; Reading Process B, 11-12)

Correlated Science Academic Content Benchmarks

- *Explain the movement of objects by applying Newton’s three laws of motion.* (Physical Sciences D, 9-10)
- *Participate in and apply the processes of scientific investigation to create models and to design, conduct, evaluate and communicate the results of these investigations.* (Scientific Inquiry A, 9-10)

BIL: *Essential*

EDU:	12	AD
	I	P

Competency 24.6: Describe deoxyribonucleic acid (DNA) as a forensic science tool.

Descriptors:

- 24.6.1 Define DNA.
- 24.6.2 Describe the collection and preservation of physiological fluid evidence for DNA analysis.
- 24.6.3 Identify the various body elements forensic scientist can use for DNA analysis.
- 23.6.4 Describe the different DNA test methods and which are commonly used and why.
- 24.6.5 Discuss the impact DNA evidence has had on criminal investigations.
- 24.6.6 Discuss probabilities associated with DNA results.
- 24.6.7 Describe the use of DNA evidence to exonerate wrongfully convicted individuals.
- 24.6.8 Discuss the impact of contaminants, (e.g., bleaching) on DNA.
- 24.6.9 Discuss Convicted Offender DNA Index System (CODIS).
- 24.6.10 Discuss evidentiary standards for introduction of DNA evidence in criminal proceedings.

Correlated English Language Arts Academic Content Benchmarks

- *Demonstrate comprehension of print and electronic text by responding to questions (e.g., literal, inferential, evaluative and synthesizing).* (Reading Process B, 8-10; Reading Process B, 11-12)

Correlated Science Academic Content Benchmarks

- *Participate in and apply the processes of scientific investigation to create models and to design, conduct, evaluate and communicate the results of these investigations.* (Scientific Inquiry A, 9-10)

BIL: *Essential*

EDU:	12	AD
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Competency 24.7: Examine the collection of latent and fingerprint evidence.

Descriptors:

- 24.7.1 Describe the principles of fingerprint classification.
- 24.7.2 Discuss the use of palm and foot prints in criminal investigations.
- 24.7.3 Discuss various methods for developing latent prints (e.g., powders, sprays, light sources).
- 24.7.4 Collect and preserve evidence that may contain latent prints (e.g., lift, photograph).
- 24.7.5 Collect and preserve developed prints.
- 24.7.6 Discuss techniques for securing latent prints from difficult surfaces.
- 24.7.7 Discuss the methods to compare and identify obtained latent prints with those on file (i.e., known prints).
- 24.7.8 Describe Automated Fingerprint Information Systems (AFIS), Web check and other technology systems.
- 24.7.9 Discuss friction ridges on human skin and how they form unique patterns.
- 24.7.10 Discuss evidentiary standards for use of latent print evidence in criminal proceedings.

Correlated English Language Arts Academic Content Benchmarks

- *Demonstrate comprehension of print and electronic text by responding to questions (e.g., literal, inferential, evaluative and synthesizing).* (Reading Process B, 8-10; Reading Process B, 11-12)

BIL: *Essential*

EDU:	12	AD
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Competency 24.8: Describe firearm evidence.

Descriptors:

- 24.8.1 Describe the different types of firearms used in crimes.
- 24.8.2 Discuss the use of firearm evidence in criminal investigations.
- 23.8.3 Describe collection and preservation procedures.
- 24.8.4 Describe methods to remove embedded bullets.
- 24.8.5 Define ballistics and the principles of ballistics technology.
- 24.8.6 Discuss the method of matching or comparing cartridge cases and bullets to a particular firearm (e.g., rifling).
- 24.8.7 Explain the proper handling and storage of firearm evidence.
- 24.8.8 Discuss techniques for firearm serial numbers restoration.
- 24.8.9 Discuss firearm evidence databases and their uses, including National Integrated Ballistic Information Network (NIBIN).
- 24.8.10 Discuss evidentiary standards for use of firearm evidence in criminal proceedings.

Correlated English Language Arts Academic Content Benchmarks

- *Demonstrate comprehension of print and electronic text by responding to questions (e.g., literal, inferential, evaluative and synthesizing).* (Reading Process B, 8-10; Reading Process B, 11-12)

Correlated Science Academic Content Benchmarks

- *Explain the movement of objects by applying Newton’s three laws of motion.* (Physical Sciences D, 9-10)
- *Participate in and apply the processes of scientific investigation to create models and to design, conduct, evaluate and communicate the results of these investigations.* (Scientific Inquiry A, 9-10)

BIL: *Essential*

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Competency 24.9: Examine firearm-related evidence.

Descriptors:

- 24.9.1 Discuss ammunition analysis.
- 24.9.2 Describe trajectory analysis.
- 24.9.3 Examine tool marks and other impressions on firearms.
- 24.9.4 Describe the different locations for DNA, latent print or tool mark evidence on firearms
- 24.9.5 Describe gun shot residue (GSR) tests for suspects.
- 24.9.6 Discuss gun shot residue on gunshot victims and what can be learned from this evidence.

- 24.9.7 Describe methods for determining distances from the point of origin to the point of impact.
- 24.9.8 Discuss techniques for analysis of shell cases and cartridges.
- 24.9.9 Discuss projectile analysis.

Correlated Mathematics Academic Content Benchmarks

- *Use proportional reasoning and apply indirect measurement techniques, including right triangle trigonometry and properties of similar triangles, to solve problems involving measurements and rates.* (Measurement D, 8-10)
- *Estimate and compute various attributes, including length, angle measure, area, surface area and volume, to a specified level of precision.* (Measurement E, 8-10)

Correlated Science Academic Content Benchmarks

- *Explain the movement of objects by applying Newton’s three laws of motion.* (Physical Sciences D, 9-10)
- *Participate in and apply the processes of scientific investigation to create models and to design, conduct, evaluate and communicate the results of these investigations.* (Scientific Inquiry A, 9-10)

BIL: *Essential*

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Competency 24.10: Describe trace evidence.

Descriptors:

- 24.10.1 Define trace evidence.
- 24.10.2 Describe the major forms of trace evidence used in criminal investigations.
- 24.10.3 Discuss Edmond Locard's principle of contact.
- 24.10.4 Discuss various methods for seeking trace evidence.
- 24.10.5 Describe collection and preservation procedures for different types of trace evidence.
- 23.10.6 Describe what materials can be submitted to a lab to be analyzed.
- 24.10.7 Discuss methods to identify trace evidence.
- 24.10.8 Discuss different trace evidence databases and their uses.
- 24.10.9 Discuss the issue of statistical probability for different types of trace evidence.
- 24.10.10 Discuss evidentiary standards for use of trace evidence in criminal proceedings.

Correlated English Language Arts Academic Content Benchmarks

- *Demonstrate comprehension of print and electronic text by responding to questions (e.g., literal, inferential, evaluative and synthesizing).* (Reading Process B, 8-10; Reading Process B, 11-12)

BIL: *Essential*

EDU:	12	AD
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Competency 24.11: Describe the role of forensic anthropology.

Descriptors:

- 24.11.1 Define forensic anthropology.

- 24.11.2 Discuss how forensic anthropology differs from forensic pathology.
- 24.11.3 Discuss the use of forensic anthropology in criminal investigations.
- 24.11.4 Discuss collection and perseveration of forensic anthropological evidence.
- 24.11.5 Describe osteological analyses.
- 24.11.6 Discuss the major techniques used in forensic anthropology.
- 24.11.7 Describe databases used by forensic anthropologists.

Correlated English Language Arts Academic Content Benchmarks

- *Demonstrate comprehension of print and electronic text by responding to questions (e.g., literal, inferential, evaluative and synthesizing).* (Reading Process B, 8-10; Reading Process B, 11-12)
- *Use multiple resources to enhance comprehension of vocabulary.* (Acquisition of Vocabulary F, 8-10; Acquisition of Vocabulary E, 11-12)

Correlated Science Academic Content Benchmarks

- *Participate in and apply the processes of scientific investigation to create models and to design, conduct, evaluate and communicate the results of these investigations.* (Scientific Inquiry A, 9-10)
- *Make appropriate choices when designing and participating in scientific investigations by using cognitive and manipulative skills when collecting data and formulating conclusions from the data.* (Scientific Inquiry A, 11-12)
- *Explain how societal issues and considerations affect the progress of science and technology.*(Scientific Ways of Knowing C, 11-12)

BIL: Essential

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Competency 24.12: Describe the evidentiary value of handwriting, other document evidence, business machines, voice comparisons and polygraphs.

Descriptors:

- 24.12.1 Define document analysis.
- 24.12.2 Discuss the different types of crimes that involve document evidence.
- 24.12.3 Use document evidence in criminal and civil cases.
- 24.12.4 Describe different analysis techniques for document evidence.
- 24.12.5 Discuss collection and preservation of document evidence.
- 24.12.6 Compare handwriting samples to handwriting exemplars and known standards.
- 24.12.7 Discuss evidence obtainable from typewriters, printers, photocopiers and Fax samples.
- 24.12.8 Interpret alterations, erasures and obliterations.
- 24.12.9 Compare/contrast voice samples.
- 24.12.10 Discuss deception detection devices (e.g., polygraph).
- 24.12.11 Discuss evidentiary standards for use of document evidence in criminal proceedings.

Correlated English Language Arts Academic Content Benchmarks

- *Demonstrate comprehension of print and electronic text by responding to questions (e.g., literal, inferential, evaluative and synthesizing).* (Reading Process B, 8-10; Reading Process B, 11-12)

BIL: Essential

EDU:	12	AD
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Competency 24.13: Describe the role of forensic plant evidence.

Descriptors:

- 24.13.1 Define forensic botany and its subfields (e.g., forensic paleontology).
- 24.13.2 Discuss the role of plant evidence in criminal investigations.
- 24.13.3 Discuss the history of forensic botany.
- 24.13.4 Discuss the Exchange Principle (i.e., contact traces).
- 24.13.5 Describe different types of plant evidence.
- 24.13.6 Discuss collection and preservation of plant evidence.
- 24.13.7 Describe different analysis techniques for plant evidence.
- 24.13.8 Explain the major terms used in forensic botany.
- 24.13.9 Discuss evidentiary standards for use of plant evidence in criminal proceedings.

Correlated English Language Arts Academic Content Benchmarks

- *Apply knowledge of roots, affixes and phrases to aid understanding of content area vocabulary.* (Acquisition of Vocabulary D, 11-12)
- *Use multiple resources to enhance comprehension of vocabulary.* (Acquisition of Vocabulary F, 8-10; Acquisition of Vocabulary E, 11-12)
- *Demonstrate comprehension of print and electronic text by responding to questions (e.g., literal, inferential, evaluative and synthesizing).* (Reading Process B, 8-10; Reading Process B, 11-12)

Correlated Science Academic Content Benchmarks

- *Participate in and apply the processes of scientific investigation to create models and to design, conduct, evaluate and communicate the results of these investigations.* (Scientific Inquiry A, 9-10)
- *Make appropriate choices when designing and participating in scientific investigations by using cognitive and manipulative skills when collecting data and formulating conclusions from the data.* (Scientific Inquiry A, 11-12)
- *Explain how societal issues and considerations affect the progress of science and technology.* (Scientific Ways of Knowing C, 11-12)

BIL: ***Essential***

EDU:	12	AD
	I	P

Competency 24.14: Describe the role of biological fluid evidence.

Descriptors:

- 24.14.1 Define biological fluid evidence.
- 24.14.2 Describe the various forms of biological fluid evidence that can be used in criminal investigations (e.g., mucus, perspiration, saliva, semen, vaginal secretions, urine).
- 24.14.3 Describe collection and preservation procedures for different types of biological fluid evidence.
- 24.14.4 Describe different analysis techniques for biological fluid evidence.
- 24.14.5 Discuss evidentiary standards for use of biological fluid evidence in criminal proceedings.

Correlated English Language Arts Academic Content Benchmarks

- *Demonstrate comprehension of print and electronic text by responding to questions (e.g., literal, inferential, evaluative and synthesizing).* (Reading Process B, 8-10; Reading Process B, 11-12)

BIL: *Essential*

EDU:	12	AD
	I	P

Competency 24.15: Describe the role of toolmark and impression evidence.

Descriptors:

- 24.15.1 Define toolmark and impression evidence.
- 24.15.2 Discuss the role of toolmark and impression evidence in criminal investigations.
- 24.15.3 Describe the various forms of toolmark and impression evidence used in criminal investigations.
- 24.15.4 Describe collection and preservation procedures for different types of toolmark and impression evidence.
- 24.15.5 Describe various types of impression marks (e.g., negative, abrasion).
- 24.15.6 Describe different analysis techniques for toolmark and impression evidence.
- 24.15.7 Describe databases for toolmark and impression evidence.
- 24.15.8 Discuss evidentiary standards for use of toolmark and impression evidence in criminal proceedings.

Correlated English Language Arts Academic Content Benchmarks

- *Demonstrate comprehension of print and electronic text by responding to questions (e.g., literal, inferential, evaluative and synthesizing).* (Reading Process B, 8-10; Reading Process B, 11-12)

BIL: *Essential*

EDU:	12	AD
	I	P

Competency 24.16: Describe the role of forensic entomology.

Descriptors:

- 24.16.1 Define forensic entomology.
- 24.16.2 Discuss the role of forensic entomology in criminal investigations.
- 24.16.3 Discuss the three general forensic entomology areas of medicolegal, urban and stored product pests.
- 24.16.4 Describe the various forms of forensic entomology evidence.
- 24.16.5 Describe collection and preservation procedures for different types of forensic entomology evidence.
- 24.16.6 Describe different analysis techniques for forensic entomology evidence.
- 24.16.7 Discuss the various benchmarks for comparing forensic entomology evidence.
- 24.16.8 Discuss evidentiary standards for use of forensic entomology evidence in criminal proceedings.

Correlated English Language Arts Academic Content Benchmarks

- *Demonstrate comprehension of print and electronic text by responding to questions (e.g., literal, inferential, evaluative and synthesizing).* (Reading Process B, 8-10; Reading Process B, 11-12)

Correlated Science Academic Content Benchmarks

- *Participate in and apply the processes of scientific investigation to create models and to design, conduct, evaluate and communicate the results of these investigations.* (Scientific Inquiry A, 9-10)
- *Make appropriate choices when designing and participating in scientific investigations by using cognitive and manipulative skills when collecting data and formulating conclusions from the data.* (Scientific Inquiry A, 11-12)
- *Explain how societal issues and considerations affect the progress of science and technology.* (Scientific Ways of Knowing C, 11-12)

BIL: *Essential*

EDU:	12	AD
	I	P

Competency 24.17: Describe the role of forensic odontology.

Descriptors:

- 24.17.1 Define forensic odontology.
- 24.17.2 Discuss the role of forensic odontology in criminal investigations.
- 24.17.3 Describe the use of dental records in identification of corpses.
- 24.17.4 Discuss bite marks analysis.
- 24.17.5 Describe issues involving the identification of bite marks.
- 24.17.6 Describe collection and preservation procedures for forensic odontology evidence.
- 24.17.7 Describe analysis techniques for forensic odontology evidence.
- 24.17.8 Discuss evidentiary standards for use of forensic entomology evidence in criminal proceedings.

Correlated English Language Arts Academic Content Benchmarks

- *Demonstrate comprehension of print and electronic text by responding to questions (e.g., literal, inferential, evaluative and synthesizing).* (Reading Process B, 8-10; Reading Process B, 11-12)

Correlated Science Academic Content Benchmarks

- *Participate in and apply the processes of scientific investigation to create models and to design, conduct, evaluate and communicate the results of these investigations.* (Scientific Inquiry A, 9-10)
- *Make appropriate choices when designing and participating in scientific investigations by using cognitive and manipulative skills when collecting data and formulating conclusions from the data.* (Scientific Inquiry A, 11-12)
- *Explain how societal issues and considerations affect the progress of science and technology.* (Scientific Ways of Knowing C, 11-12)

BIL: *Essential*

EDU:	12	AD
	I	P

Competency 24.18: Describe the role of forensic pathology.

Descriptors:

- 24.18.1 Define forensic pathology.
- 24.18.2 Discuss the role of forensic pathology and forensic pathologists in criminal investigations.
- 24.18.3 Define coroner and medical examiners.
- 24.18.4 Discuss the function of autopsies, when they are performed and the different types.
- 24.18.5 Describe the methods for identification of cause of death.
- 24.18.6 Discuss the different types of manner of death decisions that can be rendered by a coroner or medical examiner.
- 24.18.7 Describe the clinical autopsy versus a medicolegal autopsy.

Correlated English Language Arts Academic Content Benchmarks

- *Apply knowledge of roots, affixes and phrases to aid understanding of content area vocabulary.* (Acquisition of Vocabulary D, 11-12)
- *Use multiple resources to enhance comprehension of vocabulary.* (Acquisition of Vocabulary F, 8-10; Acquisition of Vocabulary E, 11-12)
- *Demonstrate comprehension of print and electronic text by responding to questions (e.g., literal, inferential, evaluative and synthesizing).* (Reading Process B, 8-10; Reading Process B, 11-12)

Correlated Science Academic Content Benchmarks

- *Participate in and apply the processes of scientific investigation to create models and to design, conduct, evaluate and communicate the results of these investigations.* (Scientific Inquiry A, 9-10)
- *Make appropriate choices when designing and participating in scientific investigations by using cognitive and manipulative skills when collecting data and formulating conclusions from the data.* (Scientific Inquiry A, 11-12)
- *Explain how societal issues and considerations affect the progress of science and technology.* (Scientific Ways of Knowing C, 11-12)

BIL: Essential

EDU:	12	AD
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Competency 24.19 Discuss forensic chemistry.

Descriptors:

- 24.19.1 Identify the various substances a forensic chemist could encounter (e.g. explosives, controlled substances).
- 24.19.2 Describe the role of a forensic chemist.
- 24.19.3 Discuss the different techniques of analysis used by forensic chemists.
- 24.19.4 Recognize the significance of forensic chemistry findings.
- 24.19.5 Discuss evidentiary standards for use of forensic chemistry evidence in criminal proceedings.

Correlated English Language Arts Academic Content Benchmarks

- *Demonstrate comprehension of print and electronic text by responding to questions (e.g., literal, inferential, evaluative and synthesizing).* (Reading Process B, 8-10; Reading Process B, 11-12)

Correlated Science Academic Content Benchmarks

- *Participate in and apply the processes of scientific investigation to create models and to design, conduct, evaluate and communicate the results of these investigations.* (Scientific Inquiry A, 9-10)
- *Make appropriate choices when designing and participating in scientific investigations by using cognitive and manipulative skills when collecting data and formulating conclusions from the data.* (Scientific Inquiry A, 11-12)
- *Explain how societal issues and considerations affect the progress of science and technology.* (Scientific Ways of Knowing C, 11-12)

BIL: ***Essential***

EDU:	12	AD
	I	P

Competency 24.20: Discuss forensic engineering.

Descriptors:

- 24.20.1 Define forensic engineering.
- 24.20.2 Discuss the types of criminal cases in which a forensic engineer would be involved.
- 24.20.3 Describe the types of evidence analyzed by a forensic engineer.
- 24.20.4 Discuss the techniques of analysis used by a forensic engineer.
- 24.20.5 Recognize the significance of forensic engineering findings.
- 24.20.6 Discuss evidentiary standards for use of forensic engineering evidence in criminal proceedings.

Correlated English Language Arts Academic Content Benchmarks

- *Demonstrate comprehension of print and electronic text by responding to questions (e.g., literal, inferential, evaluative and synthesizing).* (Reading Process B, 8-10; Reading Process B, 11-12)

Correlated Science Academic Content Benchmarks

- *Participate in and apply the processes of scientific investigation to create models and to design, conduct, evaluate and communicate the results of these investigations.* (Scientific Inquiry A, 9-10)
- *Make appropriate choices when designing and participating in scientific investigations by using cognitive and manipulative skills when collecting data and formulating conclusions from the data.* (Scientific Inquiry A, 11-12)
- *Explain how societal issues and considerations affect the progress of science and technology.* (Scientific Ways of Knowing C, 11-12)

BIL: ***Essential***

EDU:	12	AD
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Competency 24.21: Discuss forensic psychiatry and psychology.

Descriptors:

- 24.21.1 Define forensic psychiatry and psychology.
- 24.21.2 Discuss the roles of forensic psychiatrists and psychologists.
- 24.21.3 Describe the types of information and data used by forensic psychiatrists and psychologists.

- 24.21.4 Describe the types of criminal cases which might involve the use of a forensic psychiatrist or psychologist.
- 24.21.5 Recognize the significance of findings from forensic psychiatrists and psychologists.
- 24.21.6 Recognize the major issues surrounding forensic psychiatry and psychology.
- 24.21.7 Discuss profiling.
- 24.21.8 Discuss evidentiary standards for use of forensic psychiatry and psychology evidence in criminal proceedings.

Correlated English Language Arts Academic Content Benchmarks

- *Demonstrate comprehension of print and electronic text by responding to questions (e.g., literal, inferential, evaluative and synthesizing).* (Reading Process B, 8-10; Reading Process B, 11-12)

Correlated Science Academic Content Benchmarks

- *Participate in and apply the processes of scientific investigation to create models and to design, conduct, evaluate and communicate the results of these investigations.* (Scientific Inquiry A, 9-10)
- *Make appropriate choices when designing and participating in scientific investigations by using cognitive and manipulative skills when collecting data and formulating conclusions from the data.* (Scientific Inquiry A, 11-12)
- *Explain how societal issues and considerations affect the progress of science and technology.* (Scientific Ways of Knowing C, 11-12)

Technology Standards

Standard 1: Nature of Technology

Students develop an understanding of technology, its characteristics, scope, core concepts* and relationships between technologies and other fields.

Benchmark A: Synthesize information, evaluate and make decisions about technologies.

Benchmark B: Apply technological knowledge in decision-making.

Benchmark C: Examine the synergy between and among technologies and other fields of study when solving technological problems.

Standard 2: Technology and Society Interaction

Students recognize interactions among society, the environment and technology, and understand technology's relationship with history. Consideration of these concepts forms a foundation for engaging in responsible and ethical use of technology.

Benchmark A: Interpret and practice responsible citizenship relative to technology.

Benchmark B: Demonstrate the relationship among people, technology and the environment.

Benchmark C: Interpret and evaluate the influence of technology throughout history, and predict its impact on the future.

Benchmark D: Analyze ethical and legal technology issues and formulate solutions and strategies that foster responsible technology usage.

Benchmark E: Forecast the impact of technological products and systems.

Standard 3: Technology for Productivity Applications

Students learn the operations of technology through the usage of technology and productivity tools.

Benchmark A: Integrate conceptual knowledge of technology systems in determining practical applications for learning and technical problem-solving.

Benchmark B: Identify, select and apply appropriate technology tools and resources to produce creative works and to construct technology-enhanced models.

Standard 4: Technology and Communication Applications

Students use an array of technologies and apply design concepts to communicate with multiple audiences, acquire and disseminate information and enhance learning.

Benchmark A: Apply appropriate communication design principles in published and presented projects.

Benchmark B: Create, publish and present information, utilizing formats appropriate to the content and audience.

Benchmark C: Identify communication needs, select appropriate communication tools and design collaborative interactive projects and activities to communicate with others, incorporating emerging technologies.

Standard 5: Technology and Information Literacy

Students engage in information literacy strategies, use the Internet, technology tools and resources, and apply information-management skills to answer questions and expand knowledge.

Benchmark A: Determine and apply an evaluative process to all information sources chosen for a project.

Benchmark B: Apply a research process model to conduct research and meet information needs.

Benchmark C: Formulate advanced search strategies, demonstrating an understanding of the strengths and limitations of the Internet, and evaluate the quality and appropriate use of Internet resources.

Benchmark D: Evaluate choices of electronic resources and determine their strengths and limitations.

Standard 6: Design

Students apply a number of problem-solving strategies demonstrating the nature of design, the role of engineering and the role of assessment.

Benchmark A: Identify and produce a product or system using a design process, evaluate the final solution and communicate the findings.

Benchmark B: Recognize the role of teamwork in engineering design and of prototyping in the design process.

Benchmark C: Understand and apply research, development and experimentation to problem-solving.

Standard 7: Designed World

Students understand how the physical, informational and bio-related technological systems of the designed world are brought about by the design process. Critical to this will be students' understanding of their role in the designed world: its processes, products, standards, services, history, future, issues and career connections.

Benchmark A: Classify, demonstrate, examine, and appraise energy and power technologies.

Benchmark B: Classify, demonstrate, examine and appraise transportation technologies.

Benchmark C: Classify, demonstrate, examine and appraise manufacturing technologies.

Benchmark D: Classify, demonstrate, examine and appraise construction technologies.

Benchmark E: Classify, demonstrate, examine and appraise information and communication technologies

Benchmark F: Classify, demonstrate, examine and appraise medical technologies.

Benchmark G: Classify, demonstrate, examine and appraise agricultural and related biotechnologies.

Performance Measures/Student Assessment/Instructional Strategies

Assessments/Evaluations

- Observations
- Demonstrations
- Portfolios
- Standardized Tests
- Class Assignment
- Quizzes/Tests/Exams
- Web Exam/Certification

Instructional Strategies

- Teacher-Directed & Student-Centered Activities
- Case Study Problem Solving
- Cooperative Learning
- Project-Based Learning
- Career-Based Learning (Internships/Shadowing/Placement)
- Community-Based Learning (CTSOs and Other)
- Exploratory Learning
- Independent Research
- Team Teaching

Content Specific Strategies