



## **Career & Technical Education (CTE) Standards Revision Project**

**Cluster: Law, Public Safety, Corrections & Security**

**Pathway: Fire Management Services**

### **Law, Public Safety, Corrections & Security Cluster Overview**

The Law, Public Safety Corrections & Security Cluster helps prepare students for careers in planning, managing, and providing legal, public safety, protection services and homeland security, including professional and technical support services.

### **Fire Management Pathway**

Firefighters and emergency services workers help protect the public against fire and emergency dangers by rapidly responding to the variety of emergencies. They are frequently the first emergency personnel at the scene of a traffic accident, or a medical emergency and may be called upon to put out a fire, treat injuries or perform other vital functions.

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## Criminal Justice Standards

<b>Career Cluster/Cluster Grouping: Law, Public Safety, Corrections and Security</b>	<b>Pathway(s):Law Enforcement Services</b>
<b>Prepared Completer Competencies:</b> ESS01 Achieve additional academic knowledge and skills required to pursue the full range of career and postsecondary education opportunities within a career cluster	
<b>High School Expectations</b>	
<b>Concepts and skills students know include:</b> ESS01.01 Complete required training, education and certification to prepare for employment in career cluster	
<b>Evidence Outcomes</b> <b>Students can:</b>	<b>21<sup>st</sup> Century Skills and Readiness Competencies</b>
<ul style="list-style-type: none"> <li>• ESS01.01.01 Identify training, education and certification requirements for occupational choice by researching and collecting relevant material to make accurate career and postsecondary choices PWR 2.7.e, RWC4.06.d</li> <li>• ESS01.01.02 Participate in career related training and/or degree programs PWR 2.7.f.</li> </ul>	<b>Academic Content Knowledge Alignment:</b>  <b>Learning and Behavioral Skills:</b> PWR 2.7.e Understand the relevance of learning to postsecondary and workforce readiness PWR 2.7.f. Demonstrate awareness of and evaluate career options RWC4.06.d-Reading, Writing and Communicating, Research and Reasoning, Collect, evaluate, and analyze information from multiple sources to answer a question, propose solutions or share findings and conclusions. - Use a variety of strategies (e.g., technical reading, search engines, direct observation, interview) to collect and organize relevant information.

<p><b>Career Cluster/Cluster Grouping: Law, Public Safety, Corrections and Security</b></p>	<p><b>Pathway(s):Law Enforcement Services</b></p>
<p><b>Prepared Completer Competencies:</b>                  ESS02 Use oral and written communication skills, reading, expressing and interpreting information and ideas including technical terminology and information</p>	
<p><b>High School Expectations</b></p>	
<p><b>Concepts and skills students know include:</b></p> <ul style="list-style-type: none"> <li>• ESS02.01.02 Demonstrate use of content, technical concepts and vocabulary when analyzing information and following directions</li> <li>• ESS02.01.04 Interpret information, data and observations to apply information learned from reading to actual practice</li> <li>• ESS02.01.06 Communicate information, data, and observations to apply information learned from reading to actual practice</li> </ul>	
<p><b>Evidence Outcomes</b> <b>Students can:</b></p>	<p><b>21<sup>st</sup> Century Skills and Readiness Competencies</b></p>
<ul style="list-style-type: none"> <li>• ESS01.02.10 Present formal and informal speeches including discussion, information requests, interpretation and persuasive arguments RWC01.01.b, RWC 1.1.e, RWC, 1.2.a, RWC 1.2.b, RWC 1.3.a, RWC1.3.b., RWC 1.4.c, RWC1.7.a, RWC1.7.d, RWC1.7.e, RWC1.7.f,</li> <li>• Research and define a position in criminal justice and present to audience to convince RWC 1.7.c, RWC 1.7.f, RWC 1.7.g</li> <li>• Utilize illustrations, graphics, facts and statistics to support content of presentation and to convince audience of position RWC 1.1.b, RWC 1.7.c, REW 1.7.f</li> <li>• ESS02.10 Listen to and speak with diverse individuals to enhance communication skills RWC 1.2.e, RWC1.7.b,</li> <li>• Understand the unique dynamics of the audience while</li> </ul>	<p><b>Academic Content Knowledge Alignment:</b>                  RWC01.01.b Identify a central idea or thesis, organize ideas, and develop a speech for an intended audience                  RWC 1.1. b Use examples, illustrations, graphics, quotations, analogies, facts and statistics to focus and support the content of a presentation                  RWC 1.1.e Select appropriate technical or specialized language to help the audience understand the content of the presentation                  RWC 1.2.a Choose specific words for intended effect on particular audience                  RWC 1.2.b Give formal talks for various purposes using appropriate level of formality and rhetorical devices                  RWC 1.2.c Analyze and critique the relationship among purpose, audience and content of the presentation.</p>

<p>presenting information and how to differentiate the information for the appropriate audience RWC 1.2.c</p> <ul style="list-style-type: none"><li>• ESS02.02.02 Record, prepare and utilize visual aids and information needed to present a report on a given topic or problem using proper grammar and RWC 1.1. b, RWC3.03.b, RWC 4.02.d</li><li>• ESS02.04.01 Use informational texts, Internet web sites and or technical materials to review and apply information sources for occupational tasks RWC 4.01.b, RWC4.01.c</li><li>• ESS02.04.02 Evaluate the reliability of information from informational texts, internet web sites, and technical materials and resources RWC4.01.d, RWC4.04.a, RWC 4.06.e, RWC4.08.a</li></ul>	<p>RWC1.2.e Include all group members in discussions, activities and presentations</p> <p>RWC1.3.a Give informal talks using an appropriate level of formality of language and interaction with audience</p> <p>RWC1.3.b Deliver formal presentations for intended purpose and audience, using clear enunciation and appropriate organization, gesture, tone and vocabulary</p> <p>RWC1.4.c Analyze and use specific vocabulary when planning an oral presentation</p> <p>RWC1.7.a Give formal and informal talks to various audiences and for various purposes using appropriate level of formality and rhetorical devices</p> <p>RWC 1.7.b. Use verbal and nonverbal techniques to communicate</p> <p>RWC 1.7.c Define a position and select evidence to support that position</p> <p>RWC 1.7.d Develop a well organized presentation to defend a position</p> <p>RWC1.7.e Apply persuasive rhetorical devices and techniques</p> <p>RWC1.7.f Use effective audience and oral delivery skills to convince an audience</p> <p>RWC 1.7.g Select appropriate technical or specialized language to help the audience understand content of presentation</p> <p>RWC3.03.b. Select appropriate and relevant information (excluding extraneous details) to set context.</p> <p>RWC4.01.b Identify and evaluate potential sources of information</p> <p>RWC4.01.c Use a variety of strategies to collect relevant information to support the thesis/research question</p> <p>RWC4.01.d Evaluate quality, accuracy and completeness of information and the credibility of the sources</p> <p>RWC 4.02. d If the presentation is an oral or visual product:</p>
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	<p>Prepare notes and visuals for clarity of content and effect, grammatically correct use of language, spelling, and mechanics</p> <p>RWC 4.04.a Evaluate quality and accuracy of information</p> <p>RWC4.06.e Evaluate quality, accuracy, and completeness of information and the credibility of the sources</p> <p>RWC4.08.a Judge the usefulness of information based on relevance to purpose, source, objectivity, copyright date, cultural and world perspective and support the decision</p>

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<p><b>Career Cluster/Cluster Grouping: Law, Public Safety, Corrections and Security</b></p>	<p><b>Pathway(s):Law Enforcement Services</b></p>
<p><b>Prepared Completer Competencies:</b>                  LWC01.01 Apply Language Arts knowledge and skills to law, public safety, security and corrections careers to enable pursuit of a full range of careers and post secondary education opportunities associated with the cluster</p>	
<p><b>High School Expectations</b></p>	
<p><b>Concepts and skills students know include:</b>                  LWC01.01.01 Demonstrate competence in Language Arts knowledge and skills in law enforcement pathway</p>	
<p><b>Evidence Outcomes</b>  <b>Students can:</b></p>	<p><b>21<sup>st</sup> Century Skills and Readiness Competencies</b></p>
<ul style="list-style-type: none"> <li>• Demonstrate competence in making formal and informal oral presentations by preparing persuasive essay with thesis statement and supporting documentation using appropriate language and content for audience RWC01.01.b, RWC 1.1.e, RWC, 1.2.a, RWC 1.2.b, RWC 1.3.a, RWC1.3.b., RWC 1.4.c, RWC1.7.a, RWC 1.7.c, RWC1.7.d, RWC1.7.e, RWC1.7.f, RWC 1.7.g</li> <li>• Adapt strategies to utilize verbal and nonverbal content of communication RWC 1.7.b</li> <li>• Apply reading process and strategies to criminal justice material by utilizing semantic cues, words and transitions in order to identify main ideas and supporting details RWC2.02.a, RWC 2.02.b, RWC2.02.c,</li> <li>• Interpret graphs and diagrams in text in relation to the material provided RWC 2.02.d</li> </ul>	<p><b>Academic Content Knowledge Alignment:</b>                  RWC01.01.b Identify a central idea or thesis, organize ideas, and develop a speech for an intended audience                  RWC 1.1.e Select appropriate technical or specialized language to help the audience understand the content of the presentation                  RWC 1.2.b-Give formal talks for various purposes using appropriate level of formality and rhetorical devices                  RWC 1.3.a-Give informal talks using an appropriate level of formality of language and interaction with audience                  RWC 1.3.b-Deliver formal presentations for intended purpose and audience, using clear enunciation and appropriate organization, gesture, tone and vocabulary                  RWC 1.3.d Analyze and critique the relationships among purpose, audience, and content of presentations of self and others, including evidence of potential bias, and contradictory of irrelevant information</p>

<ul style="list-style-type: none"> <li>• Understand the difference between writing for fact and writing for fiction and identifying main ideas and structure within that context RWC 2.02.b, RWC 2.02.e, RWC 2.12.c, RWC3.01.c</li> <li>• Understand the role of persuasive writing as it relates to criminal justice by demonstrating the ability to address counterarguments and the ability to use word choice that extends beyond the ordinary RWC 2.02.e, RWC 2.11.a, RWC 2.11.b, RWC3.03.a, RWC 3.07a, RWC 3.08.b,</li> <li>• Demonstrate competence in writing and editing documents, using correct grammar and punctuation RWC 3.04.a,</li> <li>• Develop and defend written argument with thesis statement and supporting material for thesis and counterarguments using correct grammar RWC 3.05.b, RWC 3.06.b, RWC 3.09.a, RWC 3.09.b,</li> <li>• utilize word processing tools to create document RWC 3.06.a., RWC 3.10.a, PWR 1.1.e</li> <li>• Demonstrate competence in using reliable sources of information by developing written argument with thesis statement and evaluate the effectiveness of the sources of information and document in an appropriate RWC 4.01.d, RWC 4.04.a, RWC 4.09.a, RWC04.09.a</li> <li>• Demonstrate competence in evaluating reliable sources of information RWC 4.01.c, RWC 4.04.a, RWC 4.04.d, RWC 4.07.b, RWC 4.08.a, PWR 1.1.d</li> </ul>	<p>RWC 1.4.a Describe changes in conventions for usage and grammar</p> <p>RWC 1.7.b- use verbal and nonverbal techniques to communicate information</p> <p>RWC 1.7.c Define a position and select evidence to support that position</p> <p>RWC 1.7.g Select appropriate technical or specialized language to help the audience understand content of presentation</p> <p>RWC2.02.a Use flexible reading and note-taking strategies to organize information and make connections within and across informational texts</p> <p>RWC02.02b Use semantic cues, signal words, and transitions to identify text structures and to summarize central ideas and supporting details</p> <p>RWC2.02.c Obtain and use information from text and text features to answer questions, perform specific tasks, or solve problems</p> <p>RWC 2.02.d Explain or interpret the visual components supporting the text (e.g., maps, complex tables and diagrams, transitional devices, such as use of white space)</p> <p>RWC2.02.e Identify, analyze, and evaluate rhetorical devices and appeals used to advance an authors purpose and viewpoint</p> <p>RWC 2.11.a Identify the intended effects of persuasive vocabulary that the author uses to influence readers’ opinions or actions</p> <p>RWC 2.11.b Identify the intended effects of persuasive strategies the author uses to influence the reader’s perspective</p> <p>RWC 2.12.c Identify format, text structure, and main idea</p> <p>RWC3.01.c Select and use formal, informal, literary or technical language appropriate to audience and context</p> <p>RWC3.03.a In persuasive and academic essays and critiques, articulate a position through a thesis statement and advance it</p>
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	<p>using evidence, examples and counterarguments</p> <p>RWC3.04.a. Apply the conventions of English when writing and editing</p> <p>RWC 3.05.b Articulate a position through a thesis statement and advance it using evidence, examples, and counterarguments</p> <p>RWC 3.06.a Use the dictionary, spell-checker and grammar check function in word processing software while understanding the limitations of relying upon these tools</p> <p>RWC3.06.b Use the conventions of English when writing and editing</p> <p>RWC 3.07.a Write to persuade the reader by anticipating and addressing counterarguments, by using rhetorical devices and by developing an accurate and expressive style of communication that moves beyond mechanics to add flair and elegance to writing</p> <p>RWC 3.08.b Organize ideas for emphasis in a way that suits the purpose of the writer</p> <p>RWC 3.09.a Anticipate and address readers' biases and expectations and explain technical terms and notations</p> <p>RWC 3.09.b Review ideas and structure in substantive ways to improve depth of information and logic of organization</p> <p>RWC 3.10.a Appropriately correct flawed text for grammar and punctuation</p> <p>RWC 4.01.b-Identify and evaluate potential sources of information</p> <p>RWC 4.01.c Use a variety of strategies (e.g., technical reading, direct observation, interview) to collect relevant information to support the thesis/research question</p> <p>RWC 4.1.0d-Evaluate quality, accuracy and completeness of information and credibility of source</p> <p>RWC 4.04.a Evaluate quality and accuracy of information</p> <p>RWC 4.04.d Understand how to evaluate sources of</p>
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	<p>information to determine reliability RWC 4.07.b Judge the accuracy of the information in a text, citing text based evidence, authors use of expert authority, author’s credibility to defend the evaluation RWC 4.08.a Judge the usefulness of information based on relevance to purpose, source, objectivity, copyright date, cultural and world perspective and support the decision RWC4.09.a Integrate information from different sources to research and complete a project RWC04.09.a Examine materials to determine appropriate primary and secondary sources to use for investigating a question, topic or issues</p>
	<p><b>Learning &amp; Behavioral Skills (Inquiry, Application in Society &amp; Technology &amp; Nature of...):</b> PWR 1.1.e-Employ standard English language properly and fluently in reading, writing, listening and speaking PWR 1.1.d-Access and use primary and secondary sources to explain questions being researched</p>

<p><b>Career Cluster/Cluster Grouping: Law, Public Safety, Corrections and Security</b></p>	<p><b>Pathway(s):Law Enforcement Services</b></p>
<p><b>Prepared Completer Competencies:</b>                  ESS01.02 Demonstrate Language Arts knowledge and skills to law, public safety, security and corrections careers to enable pursuit of a full range of careers and post secondary education opportunities associated with the cluster</p>	
<p><b>High School Expectations</b></p>	
<p><b>Concepts and skills students know include:</b></p> <ul style="list-style-type: none"> <li>Observe and evaluate body language, gestures, verbal content, tone and inflection encountered in the field in order to implement effective communication techniques required for the field of law enforcement</li> </ul>	
<p><b>Evidence Outcomes</b> <b>Students can:</b></p>	<p><b>21<sup>st</sup> Century Skills and Readiness Competencies</b></p>
<ul style="list-style-type: none"> <li>Interpret voice quality and delivery to interpret verbal communication RWC1.7.b, RWC1.7.f, PWR 2.8.a</li> <li>Interpret expressions and gestures observed in both verbal and non-verbal communication RWC 1.7.b</li> </ul>	<p><b>Academic Content Knowledge Alignment:</b>                  RWC1.7.b Use verbal and non verbal techniques to communicate information                  RWC 1.7.f Use effective audience and oral delivery skills to convince an audience</p>
	<p><b>Learning &amp; Behavioral Skills (Inquiry, Application in Society &amp; Technology &amp; Nature of...):</b>                  PWR 2.8.a-Read, write, listen and speak effectively</p>

<p><b>Career Cluster/Cluster Grouping: Law, Public Safety, Corrections and Security</b></p>	<p><b>Pathway(s):Law Enforcement Services</b></p>
<p><b>Prepared Completer Competencies:</b>                  LWC01.01 Apply Language Arts knowledge and skills to law, public safety, security and corrections careers to enable pursuit of a full range of careers and post secondary education opportunities associated with the cluster</p>	
<p><b>High School Expectations</b></p>	
<p><b>Concepts and skills students know include:</b></p> <ul style="list-style-type: none"> <li>• Demonstrate writing skills to facilitate effective field note taking and report writing in order to complete reports common to the field of law enforcement</li> </ul>	
<p><b>Evidence Outcomes</b> <b>Students can:</b></p>	<p><b>21<sup>st</sup> Century Skills and Readiness Competencies</b></p>
<ul style="list-style-type: none"> <li>• Write a narrative using the first versus third person using appropriate language for audience RWC 3.01.a, RWC 3.03.d, RWC 3, PWR 1.1.e</li> <li>• Know the parts of speech and how to use correctly RWC 3.04.a, RWC 3.06.b, RWC 3.10.a,PWR 1.1.e</li> <li>• Use words common in law enforcement correctly RWC 3.01.a, RWC3.03.d,</li> <li>• Understand common abbreviations in police writing RWC3.01.a, RWC 3.03.d</li> <li>• Differentiate between fact and opinion RWC2.06.a, RWC2.01.f, RWC 4.02.a</li> <li>• Submit field notes for review using proper grammar and containing relevent information RWC3.01.f, RWC 3.03.b</li> <li>• Prepare a police incident report for submission using clear,</li> </ul>	<p><b>Academic Content Knowledge Alignment:</b></p> <p>RWC2.01.f Explain techniques authors use within text to influence the reader’s intellectual and emotional response</p> <p>RWC 2.06.a Use text features to verify, support, or clarify meaning</p> <p>RWC 3.01.a Establish and maintain a text structure appropriate for audience and purpose</p> <p>RWC 3.01.b Organize ideas consistent with text structure (e.g., chronology, proposition-support, critique, inductive-deductive) in well-developed paragraphs</p> <p>RWC 3.01.d.-Write with clear focus, depth, accurate and relevant detail</p> <p>RWC 3.01.e Use varied sentence length and structure to enhance meaning, including phrases, clauses and parallel structure</p>

<p>complete and concise data, appropriate grammar and relevant information and appropriate explanations of career specific terms RWC 3.01.a, RWC 3.01.d, RWC 3.01.e, RWC 3.03.b, RWC 3.03.e, RWC 3.03.f, RWC 3.04.a, RWC 3.03.g, RWC 3.06.b, RWC 3.09.a, RWC 4.01.d, RWC 4.02.a, RWC 4.04.c, RWC 4.04.d, PWR 1.1.b, PWR 1.1.e</p> <ul style="list-style-type: none"> <li>• Understand sequence of events and topical reporting RWC3.01.b, RWC 3.03.f, RWC 3.03.g, RWC 4.04.b,</li> <li>• Write a narrative using passive tense and active tense and displaying proper grammar and appropriate verbage RWC 3.04.a, RWC 3.04.b, PWR 1.1.b, PWR 1.1.e</li> </ul>	<p>RWC3.01.f Revise and critique work to improve style, word choice, and sentence variety, and to achieve intended purpose and effect</p> <p>RWC 3.03.b Select appropriate and relevant information (excluding extraneous details) to set context</p> <p>RWC3.03.d Select language appropriate to context</p> <p>RWC 3.03.e Use transitional words or phrases appropriate to text structure to enhance ideas</p> <p>RWC 3.03.f Support judgments with substantial evidence and well chosen elaboration</p> <p>RWC 3.03.g Draw a conclusion by synthesizing information</p> <p>RWC 3.04.a-Apply the conventions of English when writing and editing</p> <p>RWC 3.04.b.-Apply paragraph structures and formats appropriately.</p> <p>RWC 3.06.b Use the conventions of English when writing and editing</p> <p>RWC 3.09.a Anticipate and address readers’ biases and expectations and explain technical terms and notations</p> <p>RWC 4.01d Evaluate quality, accuracy, and completeness of information and the credibility of sources</p> <p>RWC 4.04.b Synthesize information in a logical sequence</p> <p>RWC 4.04c Understand how to develop a plan and collect information</p> <p>RWC 4.04d Understand how to evaluate sources of information to determine reliability</p> <p>RWC 4.09.a Integrate information from different sources</p> <p><b>Learning &amp; Behavioral Skills (Inquiry, Application in Society &amp; Technology &amp; Nature of...):</b></p> <p>PWR 1.1.b-Write clearly and coherently for a variety of purposes and audiences</p> <p>PWR 1.1.e-Employ standard English language properly and fluently in reading, writing, listening and speaking</p>
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<p><b>Career Cluster/Cluster Grouping: Law, Public Safety, Corrections and Security</b></p>	<p><b>Pathway(s):Law Enforcement Services</b></p>
<p><b>Prepared Completer Competencies:</b>                  LWPD02.01 Model behaviors that demonstrate integrity and a commitment to ethical behavior in order to show a desirable level of character required in law enforcement professions</p>	
<p><b>High School Expectations</b></p>	
<p><b>Concepts and skills students know include:</b></p> <ul style="list-style-type: none"> <li>Summarize various aspects and strategies used to encourage integrity and ethical behavior among law enforcement professionals</li> </ul>	
<p><b>Evidence Outcomes</b> <b>Students can:</b></p>	<p><b>21<sup>st</sup> Century Skills and Readiness Competencies</b></p>
<ul style="list-style-type: none"> <li>Explain the dynamics of integrity as it relates to law enforcement either verbally or written format RWC 1.7.b, PWR 2.7.c</li> <li>Explain the missions of law enforcement in defending a democratic society verbally or written format RWC 1.7.b, PWR 2.5.a</li> <li>Explain the role of the state and federal Constitution to the development and implementation of the mission of law enforcement organizations verbally, in written format or through an oral presentation RWC 1.7.b, PWR 2.5.b.</li> <li>Determine a response to an ethical dilemma based on the Law Enforcement Code of Ethics and the use of discretion</li> </ul>	<p><b>Academic Content Knowledge Alignment: CIVICS</b>                  connection                  RWC 1.7.b Use verbal and nonverbal techniques to communicate information</p> <p><b>Learning &amp; Behavioral Skills (Inquiry, Application in Society &amp; Technology &amp; Nature of...):</b></p> <p>PWR 2.5.a-Recognize the value of civic engagement and its role in a healthy democracy and civil society                  PWR 2.5.b-Be involved in the community and participate in political life                  PWR 2.7.c-Behave honestly and ethically</p>

<p><b>Career Cluster/Cluster Grouping: Law, Public Safety, Corrections and Security</b></p>	<p><b>Pathway(s):Law Enforcement Services</b></p>
<p><b>Prepared Completer Competencies:</b>                  LWPD01.02 Demonstrate understanding of and adherence to the Fourth Amendment concerns in the area of search and seizure issues and probable cause</p>	
<p><b>High School Expectations</b></p>	
<p><b>Concepts and skills students know include:</b></p> <ul style="list-style-type: none"> <li>Execute protocols associated with arrest and search and seizure using the statutes set forth by the Fourth Amendment</li> </ul>	
<p><b>Evidence Outcomes</b>  <b>Students can:</b></p>	<p><b>21<sup>st</sup> Century Skills and Readiness Competencies</b></p>
<ul style="list-style-type: none"> <li>Explain the limits of law enforcement power under the Fourth Amendment RWC 1.7.b, PWR1.4.b</li> <li>Understand the limit of evidence collection under the Fourth Amendment PWR 1.4.d</li> <li>Define the quantum of proof necessary for search and/or seizure in relation to persons or property RWC 1.7.b, RWC 2.06.a</li> <li>Explain and list the elements of an arrest/or search/warrant, RWC 1.7.b</li> <li>Describe how an arrest or search warrant is obtained RWC 1.7.b</li> <li>Define probable cause and how information to determine probable cause is evaluated RWC 1.6.a, RWC 1.7.b, RWC 2.06.a</li> <li>Compare and contrast forfeiture in relation to search and seizure using multiple sources of information and opinions RWC 2.09.b</li> </ul>	<p><b>Academic Content Knowledge Alignment: Civics Connection</b>                  RWC 1.6.a Explain the use of words in context including connotations or denotations, shades of meanings of words/nuances, or idioms                  RWC 1.7.b Use verbal and nonverbal techniques to communicate information                  RWC 2.06.a Use text features to verify, support, or clarify meaning                  RWC 2.09.b Compare the development of an idea or concept in multiple texts supported by text-based evidence</p> <p><b>Learning &amp; Behavioral Skills (Inquiry, Application in Society &amp; Technology &amp; Nature of...):</b>                  PWR 1.4.b Interpret sources, and evaluate evidence and competing ideas                  PWR 1.4.d Understand how government works in the United States and in other countries, the varying roles individuals may play in society and the nature of civic responsibility</p>

<p><b>Career Cluster/Cluster Grouping: Law, Public Safety, Corrections and Security</b></p>	<p><b>Pathway(s):Law Enforcement Services</b></p>
<p><b>Prepared Completer Competencies:</b></p> <ul style="list-style-type: none"> <li>Demonstrate understanding of and adherence to the rights of an individual being interrogated under the Fifth and Sixth Amendments in order to ensure trial, jury and due process rights for individuals</li> </ul>	
<p><b>High School Expectations</b></p>	
<p><b>Concepts and skills students know include:</b></p> <ul style="list-style-type: none"> <li>Summarize the rights of the individual being interrogated under the fifth and sixth amendments</li> </ul>	
<p><b>Evidence Outcomes</b> <b>Students can:</b></p>	<p><b>21<sup>st</sup> Century Skills and Readiness Competencies</b></p>
<ul style="list-style-type: none"> <li>Differentiate between interviewing and self incrimination RWC 1.6.a, RWC 1.7.b</li> <li>Explain the purposes of interrogation RWC 1.7.b</li> <li>Understand the rights of individuals under the fifth and sixth amendments PWR 1.4.d</li> </ul>	<p><b>Academic Content Knowledge Alignment:</b> Civics Connection                  RWC 1.6.a Explain the use of words in context including connotations or denotations, shades of meanings of words/nuances, or idioms                  RWC 1.7.b Use verbal and nonverbal techniques to communicate information</p>
	<p><b>Learning &amp; Behavioral Skills (Inquiry, Application in Society &amp; Technology &amp; Nature of...):</b>                  PWR 1.4.d Understand how government works in the United States and in other countries, the varying roles individuals may play in society and the nature of civic responsibility.</p>
	<p><b>Nature of this field:</b> TO BE COMPLETED LATER</p>

<p><b>Career Cluster/Cluster Grouping: Law, Public Safety, Corrections and Security</b></p>	<p><b>Pathway(s):Law Enforcement Services</b></p>
<p><b>Prepared Completer Competencies:</b>                  Demonstrate understanding of and adherence to the rights of an individual being interrogated under Fifth and Sixth Amendments in order to ensure trial, jury and due process rights for individuals</p>	
<p><b>High School Expectations</b></p>	
<p><b>Concepts and skills students know include:</b></p> <ul style="list-style-type: none"> <li>Summarize the trial jury and due process rights and how they relate to a fair trial</li> </ul>	
<p><b>Evidence Outcomes</b> <b>Students can:</b></p>	<p><b>21<sup>st</sup> Century Skills and Readiness Competencies</b></p>
<ul style="list-style-type: none"> <li>Describe the role of a courtroom workgroup RWC 1.5.e, RWC 1.7.b</li> <li>Identify the rights to a fair and speedy trial in a written or oral format RWC 1.7.b</li> <li>Define the role of subpoenas RWC 1.7.b</li> <li>Demonstrate process by creating a flow chart from arrest through trial using software to organize and present information for appropriate audience RWC 3.04.d, RWC 3.08.b</li> <li>Distinguish between the processes for bail, pretrial detention or release conditions</li> </ul>	<p><b>Academic Content Knowledge Alignment:</b> Civics connection                  RWC 1.5.e Self-evaluate roles in the preparation and completion of the group goal                  RWC 1.7.b Use verbal and nonverbal techniques to communicate information                   RWC 3.04.d Use basic software tools and programs to organize and present supporting visual information (e.g., graphics, charts, photo images) so that it is clearly understood by the reader                  RWC 3.08.b Organize ideas for emphasis in a way that suits the purpose of the writer</p>
	<p><b>Learning &amp; Behavioral Skills (Inquiry, Application in Society &amp; Technology &amp; Nature of...):</b></p>
	<p><b>Nature of this field:</b> TO BE COMPLETED LATER</p>

<p><b>Career Cluster/Cluster Grouping: Law, Public Safety, Corrections and Security</b></p>	<p><b>Pathway(s):Law Enforcement Services</b></p>
<p><b>Prepared Completer Competencies:</b>                  Ensure compliance with established procedures to avoid the violation of constitutional rights</p>	
<p><b>High School Expectations</b></p>	
<p><b>Concepts and skills students know include:</b></p> <ul style="list-style-type: none"> <li>• Demonstrate application of constitutional laws and laws of arrest upon citizens</li> </ul>	
<p><b>Evidence Outcomes</b>  <b>Students can:</b></p>	<p><b>21<sup>st</sup> Century Skills and Readiness Competencies</b></p>
<ul style="list-style-type: none"> <li>• Discuss the three sources of law RWC 1.7.b, RWC 1.7.g, PWR 1.4.d</li> <li>• Describe the effects of First Amendment on law enforcement PWR 1.4.d, RWC 1.7.b</li> <li>• Identify criminal and civil consequences an officer may face by violating a citizen’s rights, RWC 1.7.b</li> <li>• State requirements for making arrest without a warrant</li> <li>• Determine the appropriate level of force when dealing with deadly and non-deadly force situations</li> </ul>	<p><b>Academic Content Knowledge Alignment:</b> Civics Connection                  RWC 1.7.b Use verbal and nonverbal techniques to communicate information                  RWC 1.7. g Select appropriate technical or specialized language to help the audience understand the content of the presentation</p> <p><b>Learning &amp; Behavioral Skills (Inquiry, Application in Society &amp; Technology &amp; Nature of...):</b>                  PWR 1.4.d Understand how government works in the United States and in other countries, the varying roles individuals may play in society and the nature of civic responsibility</p>
	<p><b>Nature of this field:</b> TO BE COMPLETED LATER</p>

<p><b>Career Cluster/Cluster Grouping: Law, Public Safety, Corrections and Security</b></p>	<p><b>Pathway(s):Law Enforcement Services</b></p>
<p><b>Prepared Completer Competencies:</b></p> <ul style="list-style-type: none"> <li>Demonstrate knowledge and understanding of the U.S. legal system and the responsibilities for law enforcement services</li> </ul>	
<p><b>High School Expectations</b></p>	
<p><b>Concepts and skills students know include:</b></p> <ul style="list-style-type: none"> <li>Explain how individuals, groups and society are protected by constitutional laws and decisions of local, state and federal courts</li> </ul>	
<p><b>Evidence Outcomes</b> <b>Students can:</b></p>	<p><b>21<sup>st</sup> Century Skills and Readiness Competencies</b></p>
<ul style="list-style-type: none"> <li>List similarities between state and federal court systems RWC 1.7.b</li> <li>Analyze the historical evolution of the components from 1800's to today RWC 2.03.b, RWC 2.07.a, RWC 4.03.a</li> <li>Analyze Supreme Court impacting the criminal justice system PWR1.4.d, RWC 2.03.b, RWC 2.07.a</li> <li>Differentiate between state and federal systems RWC04.10.c, PWR1.4.d</li> <li>Compare and contrast the interaction and organization of criminal justice agencies at the federal, state and local level RWC 4.11.h, PWR 1.4.d</li> </ul>	<p><b>Academic Content Knowledge Alignment:</b> Civics Connection                      RWC 1.7.b Use verbal and nonverbal techniques to communicate information                      RWC 2.03.b Explain the influence of historical context on the form, style, and point of view of a written work                      RWC 2.07.a Generalize about universal themes, cultural or historical perspectives from reading multiple texts                      RWC 4.03.a Analyze the purpose, question at issue, information, points of view, implications and consequences inferences, assumptions and concepts inherent in thinking                      RWC04.10.c Analyze and interpret information</p> <p><b>Learning &amp; Behavioral Skills (Inquiry, Application in Society &amp; Technology &amp; Nature of...):</b>                      PWR 1.4.d Understand how government works in the United States and in other countries, the varying roles individuals may play in society and the nature of civic responsibility</p> <p><b>Nature of this field:</b> TO BE COMPLETED LATER</p>

<b>Career Cluster/Cluster Grouping: Law, Public Safety, Corrections and Security</b>	<b>Pathway(s):Law Enforcement Services</b>
<b>Prepared Completer Competencies:</b> <ul style="list-style-type: none"> <li>Demonstrate knowledge and understanding of the U.S. legal system and the responsibilities for law enforcement services</li> </ul>	
<b>High School Expectations</b>	
<b>Concepts and skills students know include:</b> <ul style="list-style-type: none"> <li>Compare and Contrast the legal perspectives and characteristics of the civil and criminal justice systems</li> </ul>	
<b>Evidence Outcomes</b> <b>Students can:</b>	<b>21<sup>st</sup> Century Skills and Readiness Competencies</b>
<ul style="list-style-type: none"> <li>Summarize issues, concerns and problems confronting both systems RWC 2.07.a, RWC 4.03.a</li> <li>Compare and contrast the processes of the civil and criminal justice systems RWC04.10.c</li> <li>Understand the burden of proof in civil/criminal cases</li> </ul>	<b>Academic Content Knowledge Alignment:</b> Civics Connection RWC 2.07.a Generalize about universal themes, cultural or historical perspectives from reading multiple texts RWC 4.03.a Analyze the purpose, question at issue, information, points of view, implications and consequences inferences, assumptions and concepts inherent in thinking RWC04.10.c Analyze and interpret information
	<b>Learning &amp; Behavioral Skills (Inquiry, Application in Society &amp; Technology &amp; Nature of...):</b>
	<b>Nature of this field:</b> TO BE COMPLETED LATER

<b>Career Cluster/Cluster Grouping: Law, Public Safety, Corrections and Security</b>	<b>Pathway(s):Law Enforcement Services</b>
<b>Prepared Completer Competencies:</b> <ul style="list-style-type: none"> <li>Understand the role of law enforcement in the community</li> </ul>	
<b>High School Expectations</b>	
<b>Concepts and skills students know include:</b> <ul style="list-style-type: none"> <li>Summarize the philosophy and concepts influencing the development and implementation of a community policing program</li> </ul>	
<b>Evidence Outcomes</b> <b>Students can:</b>	<b>21<sup>st</sup> Century Skills and Readiness Competencies</b>
<ul style="list-style-type: none"> <li>Define community policing RWC 1.6.a</li> <li>Explain how law enforcement services have responded to social conditions and demands throughout history by altering method of service RWC 2.07.a, RWC 4.03.a</li> <li>Evaluate the three principles of community policing RWC 4.03 a</li> <li></li> </ul>	<b>Academic Content Knowledge Alignment:</b> Social Studies Connection RWC 1.6.a Explain the use of words in context including connotations or denotations, shades of meanings of words/nuances, or idioms RWC 2.07.a Generalize about universal themes, cultural or historical perspectives from reading multiple texts RWC 4.03.a Analyze the purpose, question at issue, information, points of view, implications and consequences inferences, assumptions and concepts inherent in thinking <b>Learning &amp; Behavioral Skills (Inquiry, Application in Society &amp; Technology &amp; Nature of...):</b>
	<b>Nature of this field:</b> TO BE COMPLETED LATER

<p><b>Career Cluster/Cluster Grouping: Law, Public Safety, Corrections and Security</b></p>	<p><b>Pathway(s):Law Enforcement Services</b></p>
<p><b>Prepared Completer Competencies:</b></p> <ul style="list-style-type: none"> <li>Follow procedures and protocols used to address family violence</li> </ul>	
<p><b>High School Expectations</b></p>	
<p><b>Concepts and skills students know include:</b></p> <ul style="list-style-type: none"> <li>Understand procedures and techniques to enforce domestic violence laws</li> </ul>	
<p><b>Evidence Outcomes</b> <b>Students can:</b></p>	<p><b>21<sup>st</sup> Century Skills and Readiness Competencies</b></p>
<ul style="list-style-type: none"> <li>Discuss effects of child abuse RWC 1.1.a, RWC 1.1.b, RWC 1.2.a</li> <li>Apply effective communication techniques in volatile situations RWC 1.1.c, RWC 1.7.b, PWR 2.4.b</li> <li>Articulate the special concerns regarding non-citizens in domestic abuse RWC 1.7.b</li> <li>Compare and contrast specific characteristics of offenders and victims RWC04.10.c</li> <li>Understand the cycle of violence</li> <li>Demonstrate how to safely respond to domestic violence situations and interact with those present</li> <li>Demonstrate an understanding of how to initiate a preliminary investigation of domestic violence situation</li> <li>Understand sentence enhancement versus statute</li> <li>Understand the role of victim assistance</li> </ul>	<p><b>Academic Content Knowledge Alignment:</b></p> <p>RWC 1.1.a Identify a central idea or thesis, organize ideas, and develop a speech for an intended purpose and audience</p> <p>RWC 1.1.b Use examples, illustrations, graphics, quotations, analogies, facts and statistics to focus and support the content of a presentation</p> <p>RWC 1.2.a Choose specific words for intended effect on particular audience</p> <p>RWC 1.1.d Choose specific words and word order for intended effect and meaning</p> <p>RWC 1.7.b Use verbal and nonverbal techniques to communicate information</p> <p>RWC04.10.c Analyze and interpret information</p> <p><b>Learning &amp; Behavioral Skills (Inquiry, Application in Society &amp; Technology &amp; Nature of...):</b></p> <p>PWR 2.4.b-Interact effectively with and respect the diversity of different individuals, groups and cultures</p>

<b>Career Cluster/Cluster Grouping: Law, Public Safety, Corrections and Security</b>	<b>Pathway(s):Law Enforcement Services</b>
<b>Prepared Completer Competencies:</b> <ul style="list-style-type: none"> <li>Understand and demonstrate techniques and protocols used in crime scene investigations</li> </ul>	
<b>High School Expectations</b>	
<b>Concepts and skills students know include:</b> <ul style="list-style-type: none"> <li>Understand role of fingerprints in crime scene investigations</li> </ul>	
<b>Evidence Outcomes</b> <b>Students can:</b>	<b>21<sup>st</sup> Century Skills and Readiness Competencies</b>
<ul style="list-style-type: none"> <li>Document crime scene using various techniques RWC 3.01.a, RWC 3.303.b, RWC 3.03.d, RWC 4.04.c</li> <li>Define the techniques used to collect and preserve DNA evidence and where such evidence can be located SCI 1.2.b &amp; SCI 2.7.a</li> <li>Understand ways to search crime scenes and responsibilities of first responder</li> <li>Show proper way to collect evidence and use chain of custody</li> <li>Understand the scientific process in regards to collection of evidence</li> </ul>	<b>Academic Content Knowledge Alignment: SCI</b> RWC 3.01 a Establish and maintain a text structure appropriate to audience and purpose RWC 3.03.b Select appropriate and relevant information (excluding extraneous details,) to set context RWC 3.03.d Select language appropriate to context (e.g., technical, formal) RWC 4.04.c Understand how to develop a plan and collect information <b>Learning &amp; Behavioral Skills (Inquiry, Application in Society &amp; Technology &amp; Nature of...):</b> <b>Nature of this field: TO BE COMPLETED LATER</b>

<b>Career Cluster/Cluster Grouping: Law, Public Safety, Corrections and Security</b>	<b>Pathway(s):Law Enforcement Services</b>
<b>Prepared Completer Competencies:</b> <ul style="list-style-type: none"> <li>Identify protocols and procedures involved with juvenile offenders</li> </ul>	
<b>High School Expectations</b>	
<b>Concepts and skills students know include:</b> <ul style="list-style-type: none"> <li>Investigate crimes that involve juveniles</li> </ul>	
<b>Evidence Outcomes</b> <b>Students can:</b>	<b>21<sup>st</sup> Century Skills and Readiness Competencies</b>
<ul style="list-style-type: none"> <li>Discuss the major court cases involving juvenile rights RWC 1.7.b, RWC04.10.a</li> <li>Compare and contrast how juveniles can be tried as adults and the importance of district attorney in that decision RWC 1.7.b</li> <li>Compare and contrast the difference between the juvenile and adult system RWC04.10.c</li> <li>Understand status offenses</li> </ul>	<b>Academic Content Knowledge Alignment:</b> RWC 1.7.b Use verbal and nonverbal techniques to communicate information RWC04.10.a Analyze the purpose, question at issue, information, points of view, implications and consequences, inferences, assumptions and concepts inherent in thinking RWC04.10.c Analyze and interpret information
	<b>Learning &amp; Behavioral Skills (Inquiry, Application in Society &amp; Technology &amp; Nature of...):</b>
	<b>Nature of this field:</b> TO BE COMPLETED LATER

<b>Career Cluster/Cluster Grouping: Law, Public Safety, Corrections and Security</b>	<b>Pathway(s):Law Enforcement Services</b>
<b>Prepared Completer Competencies:</b> <ul style="list-style-type: none"> <li>Investigate and document a motor vehicle accident with prescribed procedures</li> </ul>	
<b>High School Expectations</b>	
<b>Concepts and skills students know include:</b> <ul style="list-style-type: none"> <li>Record crash evidence using standard procedures</li> </ul>	
<b>Evidence Outcomes</b> <b>Students can:</b>	<b>21<sup>st</sup> Century Skills and Readiness Competencies</b>
<ul style="list-style-type: none"> <li>Perform field sketches and fill out Colorado Accident report form by collecting relevant relevant information RWC 3.01.a, RWC 3.03.b</li> <li>List steps to be taken responding to and beginning the preliminary investigation RWC 4.04.b, RWC 4.04.c</li> <li>List the steps to be taken in hit and run accident in sequential and logical order RWC 4.04.b, RWC 4.04.c</li> <li>Locate, evaluate and identify evidence RWC 4.01.b</li> <li>Understand the major Colorado Statues regarding traffic laws</li> <li>Understand when driver must report accident and exceptions</li> </ul>	<b>Academic Content Knowledge Alignment:</b> RWC 3.01 a Establish and maintain a text structure appropriate to audience and purpose RWC 3.03.b Select appropriate and relevant information (excluding extraneous details,) to set context RWC 4.01.b Identify and evaluate potential sources of information RWC 4.04.b Synthesize information in a logical sequence RWC 4.04.c Understand how to develop a plan and collect information <b>Learning &amp; Behavioral Skills (Inquiry, Application in Society &amp; Technology &amp; Nature of...):</b>
	<b>Nature of this field: TO BE COMPLETED LATER</b>

<b>Career Cluster/Cluster Grouping: Law, Public Safety, Corrections and Security</b>	<b>Pathway(s):Law Enforcement Services</b>
<b>Prepared Completer Competencies:</b> <ul style="list-style-type: none"> <li>Investigate and document a motor vehicle accident with prescribed procedures</li> </ul>	
<b>High School Expectations</b>	
<b>Concepts and skills students know include:</b> <ul style="list-style-type: none"> <li>Analyze crash scene evidence using standard laws, regulations and procedures</li> </ul>	
<b>Evidence Outcomes</b> <b>Students can:</b>	<b>21<sup>st</sup> Century Skills and Readiness Competencies</b>
<ul style="list-style-type: none"> <li>Using Newton’s three laws of motion, describe vehicular behavior during a crash SCI1.1.a, SCI01.01.b, SCI01.01.c, SCI01.01.c</li> <li>Perform a variety of calculations using formulas for Speed, Velocity, Time an distance</li> <li>Interpret evidence from scene such as lamp analysis, tire damage and tire marks/skids</li> <li>Draw scale diagrams using templates</li> </ul>	<b>Academic Content Knowledge Alignment:</b> SCI1.1.a Gather, analyze and interpret data and graphs regarding position, velocity and acceleration of moving objects
	<b>Learning &amp; Behavioral Skills (Inquiry, Application in Society &amp; Technology &amp; Nature of...):</b>
	<b>Nature of this field:</b> TO BE COMPLETED LATER

<p><b>Career Cluster/Cluster Grouping: Law, Public Safety, Corrections and Security</b></p>	<p><b>Pathway(s):Law Enforcement Services</b></p>
<p><b>Prepared Completer Competencies:</b></p> <ul style="list-style-type: none"> <li>Evaluate situations that require the use of force and the appropriate level of force necessary</li> </ul>	
<p><b>High School Expectations</b></p>	
<p><b>Concepts and skills students know include:</b></p> <ul style="list-style-type: none"> <li>Understand the proper use of deadly force and the force continuum</li> </ul>	
<p><b>Evidence Outcomes</b> <b>Students can:</b></p>	<p><b>21<sup>st</sup> Century Skills and Readiness Competencies</b></p>
<ul style="list-style-type: none"> <li>Describe the use of force from lowest to highest RWC 1.7.b, RWC 4.04.b</li> <li>Summarize Supreme court cases dictating use of force RWC 2.07.b, RWC 2.09.b</li> <li>Analyze and discuss appropriate response to each level of force RWC04.10.c, RWC04.10.c, RWC04.10.c, RWC04.10.c</li> <li>Demonstrate an understanding of guidelines and restrictions imposed by federal and state use of force</li> </ul>	<p><b>Academic Content Knowledge Alignment:</b>                      RWC 1.7.b Use verbal and nonverbal techniques to communicate information                      RWC 2.07.b Provide a response to text that expresses an insight (e.g., an author’s perspective, the nature of conflict) or use text-based information to solve a problem not identified in the text (e.g., use information from a variety of sources to provide a response)                      RWC 2.09.b Compare the development of an idea or concept in multiple texts supported by text-based evidence                      RWC04.10.c Analyze and interpret information                      RWC04.10.c Make inferences after considering information                      RWC04.10.c Identify and evaluate options for advantages and disadvantages                      RWC04.10.c Determine appropriate forms of action</p> <p><b>Learning &amp; Behavioral Skills (Inquiry, Application in Society &amp; Technology &amp; Nature of...):</b>  <b>Nature of this field: TO BE COMPLETED LATER</b></p>

<b>Career Cluster/Cluster Grouping: Law, Public Safety, Corrections and Security</b>	<b>Pathway(s):Law Enforcement Services</b>
<b>Prepared Completer Competencies:</b> <ul style="list-style-type: none"> <li>• Understand the role of Victim Rights</li> </ul>	
<b>High School Expectations</b>	
<b>Concepts and skills students know include:</b> <ul style="list-style-type: none"> <li>• Demonstrate knowledge of Victim’s Rights and witness protection and procedures</li> </ul>	
<b>Evidence Outcomes</b> <b>Students can:</b>	<b>21<sup>st</sup> Century Skills and Readiness Competencies</b>
<ul style="list-style-type: none"> <li>• Survey and identify resources available for victims of crimes RWC 4.01.b</li> <li>• Identify the rights afforded to victims RWC 4.06.b</li> <li>• Assess and evaluate the rights of crime victims and witnesses by analyzing statutory rights RWC04.10.c, RWC04.10.c, RWC04.10.c</li> </ul>	<b>Academic Content Knowledge Alignment:</b> Social Studies Connection RWC 4.01.b Identify and evaluate potential sources of information RWC 4.06.b Identify and evaluate potential sources of information RWC04.10.c Analyze and interpret information RWC04.10.c Make inferences after considering information RWC04.10.c Identify and evaluate options for advantages and disadvantages <b>Learning &amp; Behavioral Skills (Inquiry, Application in Society &amp; Technology &amp; Nature of...):</b>
	<b>Nature of this field:</b> TO BE COMPLETED LATER