Law and Public Safety

Career Field Technical Content Standards Document

with
Academic Content Standards in
English Language Arts, Mathematics, Science and Social Studies

August

2007

OhioCollegeTechPrep
Ready for College. Ready for Life.

Ohio Department of Education
Career & Technical Education

Law and Public Safety

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FOREWORD

The *Law and Public Safety Career Field Technical Content Standards* are the curricular framework for career-technical education programs in law and public safety. This document reflects the career field framework outlined in Ohio Administrative Code 3301-61-03 (Criteria for Secondary Workforce Development Programs).

This document represents a collaborative effort of the following professional partners: the Ohio Board of Regents, the Ohio Department of Education's Office of Career-Technical and Adult Education, the College Tech Prep Curriculum Service Center at the University of Toledo and the Ohio Resource Center at The Ohio State University. Secondary and postsecondary educators, along with business professionals, also participated in the development of the technical content standards.

The *Law and Public Safety Career Field Technical Content Standards* combine business standards (reflecting English language arts, mathematics, science and technology), academic content standards (English language arts, mathematics, science and social studies) and the business process framework to develop technical literacy in law and public safety. The Law and Public Safety Career Field includes occupations that focus on law enforcement, fire-fighting and emergency medical technologies. The Law and Public Safety Career Field is comprised of five pathways leading to technically-based careers in:

- Criminal Justice;
- Forensic Science;
- Fire Science;
- Emergency Medical Technician-Paramedic; and
- Legal Careers.

This document delineates competencies that outline the knowledge and skills needed for career success in the above five pathways. It includes a) core competencies that span the Law and Public Safety Career Field addressing critical workplace skills, including technical skills, business processes, legal and ethical aspects, health and safety; and b) pathway competencies that describe specific occupational knowledge and skills.

In addition, benchmarks from the Ohio *English Language Arts Academic Content Standards*, the *Mathematics Academic Content Standards*, the *Science Academic Content Standards* and the *Social Studies Academic Content Standards* have been embedded, outlining the language arts, mathematics, science and social studies knowledge and skills associated with specific technical competencies.

The law and public safety document seeks to provide the basis for educational programming that will foster the development of what Doug Bush, vice president and chief information officer, Intel Corporation, refers to as the "T-shaped" employee. The T-shaped employee combines broad knowledge, insight and understanding of business processes, academic attainment, and workplace readiness (the crossbar of the "T") with depth of knowledge and expertise in a career specialty (the post of the "T"). The T-shaped employee is needed to ensure that Ohio's law and public safety workforce of tomorrow is competitive in a global environment that requires specialized skills in a broader context aimed at the innovation of new products and services in an ever-changing economy.

This document forms the basis for the development of an integrated delivery system that provides opportunities for new and challenging programs and courses. It is hoped that the document will enhance and expand College Tech Prep, career-technical education and postsecondary degree programs in law and public safety and related fields.

The document is available at College Tech Prep Ohio Web at www.techprepohio.com and through the Ohio Department of Education Web at www.ode.state.oh.us with keyword search: *career fields*.

Kathy Shibley
Director
Office of Career-Technical and Adult Education
Ohio Department of Education

Jonathan Tafel
Vice Chancellor for Educational Linkages and Access
Ohio Board of Regents

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Further acknowledgement is due to:

- David Burns, executive director, Secondary Education and Workforce Development, Ohio Department of Education;
- Jonathan Tafel, vice chancellor for educational linkages and access, Ohio Board of Regents;
- Kathy Shibley, director, Office of Career-Technical and Adult Education, Ohio Department of Education;
- Rich Mangini, associate director, Office of Career-Technical and Adult Education, Ohio Department of Education;
- Kathy Sommers, assistant director, Office of Career-Technical and Adult Education, Ohio Department of Education;
- Anthony Landis, assistant director, College Tech Prep and Carl D. Perkins Programs, Ohio Board of Regents; and
- Nenna Davis, consultant, College Tech Prep, Office of Career-Technical and Adult Education, Ohio Department of Education.

Those listed above provided vision and implementation support for the *Law and Public Safety Career Field Technical Content Standards* and Ohio's law and public safety educational programs.

Also, special thanks are due to the following professional partners of this project:

- James Piper, director, College Tech Prep Curriculum Services, University of Toledo;
- Joyce Boudreau, consultant, Office of Career-Technical and Adult Services, Ohio Department of Education;
- Roxanna Foster, Web developer, College Tech Prep Curriculum Services, University of Toledo;
- Pamela Smith, assistant project coordinator, College Tech Prep Curriculum Services, University of Toledo;
- Margaret Kasten, executive director, Ohio Resource Center (ORC) for Mathematics, Science and Reading, The Ohio State University;
- Dave Majesky, assistant director, ORC for Mathematics, Science and Reading, The Ohio State University;
- Carol Brown Dodson, outreach specialist, ORC for Mathematics, Science and Reading, The Ohio State University;

- Sheila Cantlebary, content specialist for English Language Arts, ORC for Mathematics, Science and Reading, The Ohio State University;

- Judy Spicer, content specialist for mathematics, ORC for Mathematics, Science and Reading, The Ohio State University;

- Christie Bohman, science consultant, ORC for Mathematics, Science and Reading, The Ohio State University;

- Ellen Cahill, science consultant, ORC for Mathematics, Science and Reading, The Ohio State University;

- Esther Hopkins, science consultant, Office of Curriculum and Instruction, Ohio Department of Education;

- Lauren Monowar-Jones, science consultant, Office of Curriculum and Instruction, Ohio Department of Education;

- Joseph Baehr, mathematics consultant, Office of Curriculum and Instruction, Ohio Department of Education;

- Dwight Groce, social studies consultant, Office of Curriculum and Instruction, Ohio Department of Education;

- Mark Lentz, English Language Arts consultant, Office of Curriculum and Instruction, Ohio Department of Education; and

- Pat Huston, communications consultant, Office of CTAE, Ohio Department of Education.

The people listed above contributed research, subject matter, writing, editing and facilitation expertise to the development of the *Law and Public Safety Career Field Technical Content Standards* document.

DEVELOPMENT OF *LAW AND PUBLIC SAFETY CAREER FIELD TECHNICAL CONTENT STANDARDS*

The process for the development of the *Law and Public Safety Career Field Technical Content Standards* began in May 2006 with the convening of a Futuring Panel and culminated in March 2007 with the work of a panel of business representatives and educators focusing on academic correlation. Over the course of 2006 and 2007, numerous business representatives as well as secondary and postsecondary educators from across the state of Ohio took part in the formal development process. The following summarizes the various stages of the development process.

Futuring Panel

May 15, 2006

The Law and Public Safety Futuring Panel brought together key business representatives from across the state to advise the Ohio Department of Education and the Ohio Board of Regents on future trends impacting the Law and Public Safety Career Field and to suggest ways in which those trends could be incorporated into a *Law and Public Safety Career Field Technical Content Standards* document.

Business Review Panels

August 24, 2006

A diverse group of Ohio law and public safety representatives participated on these panels. Drawn from various sectors and regions of the state, the panels identified what law and public safety employees should know and be able to do in the law and public safety pathways. The panels built upon work outlined by the futuring panel identifying essential and recommended knowledge and skills.

Educator Review Panels

September 25, 2006

These panels were composed of representatives from secondary and postsecondary institutions across Ohio. The panels determined *when* in the educational process (e.g., high school or college) competencies should be addressed and to *what depth*. In addition, the educator panels were asked to note questions they had on decisions made by the business review panel and formulate suggestions for additions, deletions and editorial changes to the draft document.

Stakeholder Review Panels

October 2006

Since there were very few issues raised by the educator panel, the stakeholder review was addressed electronically. The electronic review provided a forum to ensure that the final document facilitates a seamless education of students interested in pursing a career in law and public safety.

Legal Careers Business/Educator Panel

April 18, 2007

A diverse group of Ohio legal professionals, secondary and post-secondary educators participated on this panel. Drawn from various sectors and regions of the state, the panel identified what legal career employees should know and be able to do in the legal career pathway. The panel also determined *when* in the educational process (e.g., high school or college) competencies should be addressed and to *what depth*.

Academic Review Panel

March 29-30, 2007

The academic review panel brought together business representatives, secondary and postsecondary technical educators with academic educators to identify benchmarks from the *Ohio Academic Content Standards for English Language Arts, Mathematics, Science and Social Studies* that are embedded within the technical competencies. This incorporation of academic content standards with career field technical content standards provides an opportunity for instructional integration of content, helping to contextualize learning for students and providing the basis for collaboration across disciplines.

Law and Public Safety
Futuring Panel
May 15, 2006

Michael Heldman
Sheriff
Hancock County Sheriff's Office
Findlay, Ohio

Bernie Ingles
Fire Chief
Ohio Fire Chiefs Association
Westerville, Ohio

Jim Mehl
Environmental Supervisor
Ohio Environmental Protection Agency
Columbus, Ohio

Doug Orahood
Ohio Department of Public Safety
Fire Coordinator
Columbus, Ohio

Ellen Owens
Chief of Education
Ohio Division of EMS
Columbus, Ohio

John Peters
Coordinator
Hocking Community College
Nelsonville, Ohio

Steve Schierholt
Executive Director
Ohio Police Officer Training Commission
London, Ohio

Arthur Scott
Chief of Police
Beavercreek Police Department
Beavercreek, Ohio

Andy Stritmatter
Executive Officer
Ohio State Highway Patrol
Columbus, Ohio

Law and Public Safety
Business Panels
August 24, 2006

Mike Bailey
Fire Chief
Mansfield Fire Department
Mansfield, Ohio

Christopher Batz
Operations Captain
Butler Township Fire Department
Dayton, Ohio

Ken Betz
Director
Montgomery County Coroner and Miami Valley
Regional Valley Crime Lab
Dayton, Ohio

Richard Bosak
Fire and Rescue Lieutenant
Department of Fire and Rescue Operations
Toledo, Ohio

J.D. Brink
Captain
Ohio State Highway Patrol Crime Lab
Columbus, Ohio

Christina Campbell, MPT-P, EMSI
EMT-P
Smith Ambulance
Dover, Ohio

John Coleman
Deputy Chief
Toledo Fire Department
Toledo, Ohio

William Connelly, Jr.
Assistant Prosecutor
Wood County Prosecutor
Bowling Green, Ohio

John Daugherty
Captain
New Philadelphia Fire Department
New Philadelphia, Ohio

David Kurzinsky
Police Patrol Supervisor
Canton Police Department
Canton, Ohio

Karen Kwek
Crime Lab Director
Bureau of Criminal Investigation and Identification
London, Ohio

Keith Loreno
Assistant Chief
Ohio State Fire Marshal
Reynoldsburg, Ohio

Richard Mayer
Chief of Police
Athens City Police Department
Athens, Ohio

James McManus
Crime Science Coordinator
Lorain County Community College
Elyria, Ohio

Jennifer Pierce
Paramedic-Supervisor
Lima Allen County Paramedics
Lima, Ohio

Sonja Rawn
Forensic Lab Chief
Division of State Fire Marshal
Reynoldsburg, Ohio

Larry Rentz
Laboratory Director
Ohio Attorney General – BC and I
Bowling Green, Ohio

Rick Simon
Deputy Chief
Sidney Fire Department
Sidney, Ohio

Steve Forrester
Supervisor, Cold Case Homicide Unit
Toledo Police Department
Toledo, Ohio

Jon Glass, EMT-P, ST1
Paramedic Manager
Smith Ambulance of Northeast Ohio
Wooster, Ohio

Lee Graf
Sergeant
Springfield Police Division
Springfield, Ohio

Tom Huston
Arson Chief
Ohio State Fire Marshal
Reynoldsburg, Ohio

Ryan Kidwell
Jail Administrator
Hancock County Sheriff's Office
Findlay, Ohio

Matt Kinsinger
Sergeant
Hancock County Sheriff's Office
Findlay, Ohio

Bill Tenney
Territorial Manager
Unified Investigations and Sciences, Inc.
Columbus, Ohio

Dave Valkinburg
Director of Campus Police
Hocking College
Nelsonville, Ohio

Lois Ventura
Assistant Professor
University of Toledo
Toledo, Ohio

Kay Vonderschmidt
Coordinator for EMS Education, Research and Special Operations
University of Cincinnati
Cincinnati, Ohio

Tricia White, MACJ
Sergeant
Lucas County Sheriff's Office
Toledo, Ohio

Donnie Whitworth
Patrol Officer, Crime Prevention
Akron Police Department
Akron, Ohio

Law and Public Safety
Educator Panels
September 25, 2006

Scott Beckley
Criminal Justice Instructor
Jefferson County JVSD
Bloomingdale, Ohio

Richard Bennett
Professor, Fire Protection Technology
The University of Akron
Akron, Ohio

Fred Betram
Department Chair of Emergency Services
Stark State College
North Canton, Ohio

Kristin Blochowski
Instructor
Whitmer Career and Technology Center
Toledo, Ohio

John Boal
Associate Professor, Criminal Justice Technology
The University of Akron
Akron, Ohio

Kelly Bodkin
Law Enforcement Instructor
EHOVE Career Center
Milan, Ohio

Richard Bosak
Fire and Rescue Lieutenant
Department of Fire and Rescue Operations
Toledo, Ohio

Mike Boyko
Associate Professor
Cuyahoga Community College
Parma, Ohio

April Calesaric
Criminal Justice 1 Instructor
C-Tech of Licking County
Newark, Ohio

Andy Kozal
Criminal Justice Faculty
Northwest State Community College
Archbold, Ohio

Eric Lambert
Professor
University of Toledo
Toledo, Ohio

Keith Lavery
Criminal Justice Instructor
Polaris Career Center
Middleburg Heights, Ohio

Julie Laybourne
EMS Instructor and EMT- Basic Course Coordinator
Clark State Community College
Springfield, Ohio

Henry Lewis
Teacher, Buchtel High School
Akron Public Schools
Akron, Ohio

Jay Manning
Instructor
Great Oaks Vocational Schools
Cincinnati, Ohio

Thomas McAllister
Instructor
Sinclair Community College
Dayton, Ohio

Alan Mistler
Program Director
UC Raymond Walters College
Cincinnati, Ohio

Angela Ondrus
Professor
Owens Community College
Perrysburg, Ohio

Robert Chidester
Professor/ Coordinator
Marion Technical College
Marion, Ohio

James Cosner
Faculty Emeritus
Youngstown State University
Youngstown, Ohio

Larry Cunningham
Instructor
Terra Community College
Fremont, Ohio

Matt Dick
Lead Instructor
Delaware Area Career Center
Delaware, Ohio

Tom Dunlap
Law Enforcement Instructor
EHOVE Career Center
Milan, Ohio

Dan Ellenberger
Director of EMS
University Hospitals
Cleveland, Ohio

Jerry Hounshell
Criminal Justice Instructor/ Police Officer
Miami Valley CTC
Clayton, Ohio

Jim Howard
Associate Director of Public Safety
Collins Career Center
Chesapeake, Ohio

Deborah Huck
Department Chair, Criminal
Justice/Accounting/Business
Washington State Community College
Marietta, Ohio

Robert Rice
Chair, Criminal Justice
Sinclair Community College
Dayton, Ohio

Bernard Schweter
Clinical Preceptor/EMS Instructor
Cuyahoga Community College
Cleveland, Ohio

Chuck Sowerbrower
EMS Chairperson
Sinclair Community College
Dayton, Ohio

Dave Stewart
Assistant Professor
Columbus State Community College
Columbus, Ohio

Bill Tenney
Instructor
The Academy
Columbus, Ohio

Susie Vigh
EMT Program Instructor
Polaris Career Center
Middleburg Heights, Ohio

Michaele Von Ville-Feuillerat
EMT-Paramedic and EMS Instructor
Delaware, Ohio

Kay Vonderschmidt
Coordinator for EMS Education, Research and
Special Operations
University of Cincinnati
Cincinnati, Ohio

Sam Wade
Professor/Academy Commander
North Central State College
Mansfield, Ohio

Mark King
Instructor
Vanguard Sentinel Technology Center
Fremont, Ohio

Rick Kohli
Chair, Criminal Justice
James A. Rhodes State Community College
Lima, Ohio

Dave Williamson
Public Safety Instructor
Buckeye Hills Career Center
Rio Grande, Ohio

Law and Public Safety
Legal Careers Business/Educator Panels
April 18, 2007

James Canepa
Assistant Attorney General (Ohio)
Ohio Attorney General
Columbus, Ohio

Amanda Coleman
Paralegal, President: Paralegal Association of Central Ohio, Adjunct Faculty
Jones Day Law Firm
Columbus State Community College
Columbus, Ohio

David Ferrell
Attorney
Ferrel, Wirtz and Sowers
Canton, Ohio

Gretchen Fleming
Legal Careers Instructor
EHOVE Career Center
Milan, Ohio

Judy Higel, RN, MS, J.D.
Director, Adult Education
Tri-Rivers Career Center
Marion, Ohio

Bradene Moore
Associate Professor
University of Toledo
Toledo, Ohio

Donna Prehm
Director of Paralegals
Vorys, Sater, Seymour and Pease, LLP
Columbus, Ohio

Steve Schierholt
Assistant Attorney General (Ohio)
Ohio Attorney General
Columbus, Ohio

Natalie Walden
Specialist, Corporate Compliance/Adjunct Faculty
Nationwide Insurance
Columbus State Community College
Columbus, Ohio

Law and Public Safety
Academic Alignment Panel
March 29- 30, 2007

Scott Beckley
Criminal Justice Instructor
Jefferson County JVS
Bloomingdale, Ohio

Leonard Blizzard
Fire Instructor
Collins Career Center
Chesapeake, Ohio

Kelly Bodkin
Criminal Justice Instructor
EHOVE Career Center
Milan, Ohio

Karrie Brown
English Instructor
Pioneer Career and Technology Center
Shelby, Ohio

James Cerenelli
Coordinator/Instructor, Public Safety Program
Trumbull Career and Technology Center
Warren, Ohio

John Conklin
Mathematics Instructor (retired)
Trimble Local Schools
Glouster, Ohio

Tom Dunlap
Criminal Justice Instructor
EHOVE Career Center
Milan, Ohio

Bill Flora
Criminal Justice Instructor
Mahoning Career and Technology Center
Canfield, Ohio

Jerry Hounshell
Criminal Justice Instructor
Miami Valley Career and Technology Center
Clayton, Ohio

Sharon Kaffen
Science Instructor
Akron East High School
Akron, Ohio

Carl Kleinman
Fire Instructor
Collins Career Center
Chesapeake, Ohio

Angel Lynskey
Social Studies Instructor
Central Crossing High School
Grove City, Ohio

Anne Mikesell
Assistant Director, Mathematics (retired)
Ohio Department of Education
Columbus, Ohio

Beth Brown Munger
English Instructor
Columbus Community College
Columbus, Ohio

Nick Selvaggio
Criminal Justice/Criminal Science Programs Instructor
Euclid High School
Euclid, Ohio

Chuck Sowerbower
EMS Chairperson
Sinclair Community College
Dayton, Ohio

Mary Taylor
English Instructor
EHOVE Career Center
Milan, Ohio

Susie Vigh
EMT Program Instructor
Polaris Career Center
Middleburg Heights, Ohi

Sharon Hounshell
Police Officer
Jackson Township Police Department
Jackson Township, Ohio

Pam Jones
English Instructor
Pioneer Career and Technology Center
Shelby, Ohio

Matthew Young
Science Instructor
Euclid High School
Euclid, Ohio

Philosophy and Principles for Implementation

Ohio Career Field Initiative

The overarching framework for Ohio career-technical education is outlined in the Ohio Revised Code and subsequent administrative rules, which specify career-technical programming based on 16 career fields. To view the full text of Administrative Rule 3301-61-03 (Criteria for Secondary Workforce Development Programs), go to www.ode.state.oh.us and keyword search: *CTAE rules and regulations*. These fields provide the framework for an Ohio career field initiative that seeks to foster the educational shift needed to respond to the needs of a rapidly changing global environment.

A career field is a "grouping of occupations and broad industries based on commonalities" (see www.careercluster.org). Career fields are the basis for developing both broad and specialized technical content standards that serve as a framework for curriculum, instruction, assessment and program design, addressing the needs of an entire industry and business sector. Ohio's 16 career fields align with national efforts to broaden career-technical education, integrate career-technical with academic study and reflect the workforce needs of today and tomorrow. For today's students to be adequately prepared for tomorrow's workforce, they must have an education that:

- **incorporates a broad, long-term conception of work in combination with the depth of specialization skills;**
  Employees need a comprehensive understanding beyond a single occupational area. Occupationally focused programming needs to be provided in a larger context, so students can generalize learning, make connections between education and work, and adapt to changes in their careers. Workplace knowledge and skills are needed to prepare employees for collaborating and problem solving while contributing to the broader business process.
- **emphasizes the acquisition of strong academic knowledge and skills; and**
  Academic skills provide the foundation for career success. The integration of academic content standards with career field technical content standards helps to contextualize learning for students, making English language arts, mathematics, science and social studies relevant to students as a means to an important end—success at work and in life.
- **facilitates high-school-to-postsecondary transitions.**
  A lifetime of change means a lifetime of learning, including postsecondary education. Students need knowledge and skills for success in a variety of postsecondary options, including apprenticeships, industry credentialing through adult education, two- and four-year college degree programs and graduate school.

Ohio Career Field Technical Content Standards

Career field technical content standards outline the knowledge and skills needed for success within a career field, multiple pathways and in some cases, areas of specialization. Validated by Ohio business and industry representatives in conjunction with Ohio educators, these standards form the basis for developing educational programming in Ohio secondary and postsecondary schools. The standards also serve as the framework for developing strong career pathways that connect secondary, adult and postsecondary education systems with the workplace.

While mirroring the diverse nature of each career field, all career field technical content standards documents will delineate competencies that outline the knowledge and skills that span the career field (core competencies) as well as those that relate to specific career field pathways (pathway competencies) and, in some cases, career field specialization (specialization competencies).

Additionally, academic benchmarks from Ohio's academic content standards for English language arts, mathematics, science and social studies are correlated with the career field technical content standards. The embedded benchmarks have been determined by business representatives and academic and technical educators from secondary and postsecondary institutions to be strongly related to specific knowledge and skills statements or competencies for the given career field.

Key features of Ohio Career Field Technical Content Standards include:

- broad as well as specialized technical competencies;
- embedded benchmarks for the *English Language Arts, Mathematics, Science and Social Studies Academic Content Standards*; and
- workplace readiness competencies (communications; safety, health and environment; problem solving and critical thinking; leadership, management and teamwork; information technology applications; ethics and legal responsibility; business processes; and career development and employability).

Career Pathways

A key component of the Ohio Career Field Initiative is a career pathway, which is a series of academic and technical career-focused course work and other learning experiences leading to a career specialty and employment in a career field. Pathways facilitate a seamless transition from high school to postsecondary education (including apprenticeships, adult education, two- and four-year colleges, and graduate school) and from postsecondary education to the workplace.

To effectively facilitate the transition from secondary to postsecondary education and a career, high school career pathways should encompass:

- challenging technical course work in a chosen career field based on career field technical content standards;
- rigorous academics that meet Ohio's academic content standards and grade-level expectations;
- electives that relate to career objectives;
- instructional enhancements such as experiential and authentic learning opportunities (e.g. work-based learning, mentorships, internships) and career-technical student organization participation;
- opportunities (when appropriate) for program accreditation and student certification and licensure;
- preparation for transition to further study that includes college readiness and opportunities to earn college credit while in high school;
- preparation for transition to employment with advancement opportunities; and
- performance targets that include high school academic and technical testing/exit and postsecondary entry/placement requirements.

For additional information on the Career Field Initiative, including Ohio Career Field Technical Content Standards and Career Pathways, go to www.ode.state.oh.us and keyword search: *career field*.

STRUCTURE AND FORMAT

The *Law and Public Safety Career Field Technical Content Standards* document is composed of a series of units, competencies and descriptors:

- *Units* are a grouping of competencies sharing a common subject or theme;
- *Competencies* are specific knowledge and skill statements that outline the knowledge and skills needed for career success; and
- *Descriptors* follow each competency and serve to define what is meant by the related competency.

Also included in the document are selected benchmarks from the Ohio's Academic Content Standards for English Language Arts, Mathematics, Science and Social Studies, which correlate with specific technical competencies. This incorporation of academic content standards with career field technical content standards provides an opportunity for instructional integration of content, helping to contextualize learning for students and providing the basis for collaboration across disciplines.

In addition, industry-driven, authentic assessments based on the career-technical student organization, SkillsUSA, are linked to various competencies and included in the appendix. This demonstrates the co-curricular nature of the career-technical student organization and provides an opportunity for authentic assessment of a student's knowledge and skills at the local, regional, state and national levels. The SkillsUSA links are noted at the beginning of the appropriate units (see sample competency page xxvii). Complete information on the assessments, including scoring rubrics, can be obtained at www.ohioskillsUSA.org.

Competencies that are common across the career field and/or are critical for success in the Law and Public Safety Career Field are referred to as core competencies. These core competencies represent the sustaining characteristics of a career field and facilitate career readiness and long-term career success by:

- Providing the basis for effective collaboration, teamwork and communication across pathways;
- Laying the groundwork for successful transfer of knowledge and skills across pathways, thereby facilitating horizontal and vertical career success; and
- Equipping students and workers with the skills needed to transition to new and emerging careers throughout a working lifetime.

In the Law and Public Safety document, core competencies include those focusing on:

- Career Exploration, Development and Employability Traits;
- Business Processes;
- Communications;
- Legal and Ethical Responsibilities;
- Safety and Environment;
- Healthy Living Styles;
- Homeland Security; and
- Emergency Telecommunications.

Pathway competencies are specific to one or several pathways within a larger career field. They differentiate the academic, technical and workplace knowledge and skills that are more specific than those that are relevant to the entire career field, yet they prepare students for multiple occupational specialties.

The *Law and Public Safety Career Field Technical Content Standards* are built around five pathways:

- Criminal Justice;
- Forensic Science;
- Fire Science;
- Emergency Medical Technician-Paramedic; and
- Legal Careers.

Core and pathway competencies form the basis for developing secondary and postsecondary programs, facilitating transition from one educational level to the next and to the workplace.

In the *Law and Public Safety Career Field Technical Content Standards*, business representatives have designated competencies as *essential* or *recommended* within the pathway. Educators have designated *when* (by the end of Grade 12 and/or associate degree or apprenticeship) and *to what depth* (introduced, reinforced, proficient) competencies should be addressed. Definitions used to make these designations appear on the following page, followed by a sample competency illustrating the layout of an actual competency.

DEFINITIONS AND CODES

Determined by Business, Industry and Labor (BIL) Panel

Essential (E) Competency:
E = Competency is needed to ensure minimal level of employability. Entry-level employees (defined as graduates of an associate degree or apprenticeship program) should be able to perform this competency for career success.

Recommended (R) Competency:
R = Competency should be included but is not essential for minimal level of employability or is related only to a subspecialty within a pathway.

Determined by Educator (EDU) Panel

Grade Level:

12	=	by the end of Grade 12
AD	=	by the end of the associate degree program

Depth:

I	=	Introduce competency
R	=	Reinforce, or add depth after introducing a competency, **OR** after proficiency
P	=	Proficient or achievement of the competency; ability to apply knowledge of and/or perform the competency

Determined by Academic Review Panel

Correlated English Language Arts Academic Content Benchmarks
Benchmarks drawn from the *Ohio Academic Content Standards for English Language Arts* that have been determined to be embedded in corresponding technical competency

Correlated Mathematics Academic Content Benchmarks
Benchmarks drawn from the *Ohio Academic Content Standards for Mathematics* that have been determined to be embedded in the corresponding technical competency

Correlated Science Academic Content Benchmarks
Benchmarks drawn from the *Ohio Academic Content Standards for Science* that have been determined to be embedded in the corresponding technical competency

Correlated Social Studies Academic Content Benchmarks
Benchmarks drawn from the *Ohio Academic Content Standards for Social Studies* that have been determined to be embedded in the corresponding technical competency

Sample Competency

Unit 3: Communications

Industry-Driven Authentic Assessment: SkillsUSA (in appendix)

Prepared Speech-Evaluates each student's ability to prepare and present clearly and effectively a series of thoughts relating to a central theme.

Extemporaneous Speaking-Evaluates each student's ability to give a speech on an assigned topic with a minimum of advanced notice.

Job Interview- Evaluates students' written, verbal and non-verbal skills in employment procedures when applying for a position.

Business, Industry and Labor Panel

Competency is essential.

BIL: Essential

Associate Degree

EDU:	**12**	**AD**
	P	R

Competency should be proficient by the end of Grade 12 and reinforced in associate degree

Educator panel

Competency 3.6: **Apply active listening skills to obtain and clarify information provided in oral communications.**

Unit number

Descriptors:

3.6.1 Identify and apply active listening techniques one-to-one and in team/group meetings.

3.6.2 Paraphrase and repeat information to confirm understanding.

3.6.3 Record and summarize information in written notes.

3.6.4 Ask questions to seek or confirm understanding.

Competency number

Descriptor number

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)

Benchmarks from the English Language Arts Content Standards

Law and Public Safety
Definitions

Criminal Justice
Working within Ohio's criminal justice system requires perseverance and a desire to work with people. The person who succeeds in this professional arena must be articulate in communication skills and demonstrate exemplary work and personal ethics. Areas of concentration include but are not limited to criminal justice system, defense tactics, patrols, traffic, private security, corrections and behavioral science.

Forensic Science
A career in forensic science involves the use of scientific techniques to solve criminal cases. It is a multidisciplinary field embracing chemistry, physics, botany, zoology and medicine. Typically, it involves any aspect of science as it relates to the law. It includes disciplines such as computer crime, behavioral science, criminal investigation, corporate security, forensic toxicology, controlled substances, trace evidence, firearms and tool marks, questioned documents, latent prints and impressions. The individuals who succeed in this profession must continue their education through undergraduate and graduate education.

Fire Science
The fire science professional provides fire and rescue services in addition to first responder responsibilities for initial care for the sick or injured. The fire science technician completes a strict, prescriptive training that consists of various levels of certification from Volunteer to Fire Fighter II. Areas of concentration include but are not limited to fire behavior, personal protective equipment, fire apparatus, ventilation, forcible entry, rescue procedures, water supplies, fire protection systems, fire prevention and inspection.

Emergency Medical Technician-Paramedic
The Emergency Medical Technician (EMT) is a member of the health team and is qualified to respond to medical emergency calls, evaluate the nature of emergencies and take appropriate action to reduce medical hazards. The EMT may serve as a technical assistant to the emergency room staff of hospitals or may be a member of the fire department, police department or other agencies involved in the emergency treatment and rescue of individuals. EMT training is a strict, prescriptive curriculum that consists of various levels of certification from EMT-Basic through EMT-Paramedic.

Legal Careers
The legal careers professional is a person who is qualified by education, training and work experience and who is employed or retained by a lawyer, law office, corporation, government agency or other entity and who performs substantive legal work for which a legal professional is responsible. Areas of concentration include: criminal law; United States court system; tort law; business organizations; contracts; probate and estate administration; trademark and copyright laws; domestic relations; real estate; consumer and bankruptcy law; and administrative agencies.

Law and Public Safety Units

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2	1	Career Exploration, Development and Employability Traits
6	2	Business Processes
15	3	Communications
20	4	Legal and Ethical Responsibilities
23	5	Safety and Environment
28	6	Healthy Living Styles
30	7	Homeland Security
37	8	Emergency Telecommunications
39		**CRIMINAL JUSTICE PATHWAY**
40	9	Criminal Justice System
48	10	Defensive Tactics
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149	30	Airway and Ventilation
151	31	Cardiology
153	32	Medical Emergencies
158	33	Trauma
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165	35	Obstetrics and Gynecology
167	36	Geriatrics
169		**LEGAL CAREERS PATHWAY**
170	37	Introduction
175	38	Criminal Law
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2006 Law and Public Safety Competency Chart

At the end of the secondary program (12) and associate degree (AD) each competency is coded: I = Introductory; P = Proficient; R = Reinforce. In addition, the business, industry and labor partnership (BIL) validated each competency: BIL: E = Essential; R = Required

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

Competency		12	AD	BIL
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
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

Competency		12	AD	BIL
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
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
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
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 resolveingconflicts 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
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
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
Fire Science Pathway				
Unit 25: Fire Fighting Organizations				
25.1	Analyze the fire department organization, procedures and responsibilities.	P	R	E
25.2	Demonstrate safe operational procedures.	P	R	E
25.3	Explain fire behavior.	P	R	E
25.4	Use fire alarms and communication equipment.	P	R	E
25.5	Use portable extinguishers.	P	R	E
25.6	Utilize personal protective equipment (PPE).	P	R	E
25.7	Demonstrate the operation of various fire fighting apparatus.	P	R	E
25.8	Use forcible entry equipment.	P	R	E
25.9	Demonstrate ventilation practices.	P	R	E
25.10	Use ropes in the fire service.	P	R	E
25.11	Demonstrate rescue procedures.	P	R	E
25.12	Use ladders in fire fighting or rescue situations.	P	R	E
25.13	Use fire hoses, nozzles and appliances.	P	R	E
25.14	Use fire streams.	P	R	E
25.15	Classify types of water supplies.	P	R	E
25.16	Utilize private fire protection systems.	P	R	E
25.17	Participate in controlled burning exercises.	P	R	E

Unit 26: Fire Prevention and Inspection			
26.1 Explain fire prevention, public fire education and fire cause determination.	P	R	E
26.2 Explain the effects of building construction on fire fighting.	P	R	E
26.3 Demonstrate salvage procedures.	P	R	E
26.4 Demonstrate overhaul procedures.	P	R	E
26.5 Conduct fire safety inspections.	P	R	E
26.6 Demonstrate first responder medical emergency techniques.	P	R	E
26.7 Detect the presence of hazardous materials.	P	R	E
26.8 Initiate protective action with hazardous materials.	P	R	E
Unit 27: Fire Apparatus			
27.1 Demonstrate the relationship between flow (volume) and pressure.	P	R	E
27.2 Describe the rules of hydraulics.	P	R	E
27.3 Explain hydrant capacity, standpipes and sprinklers.	P	R	E
27.4 Demonstrate relay pumping.	I	P	E
27.5 Demonstrate emergency vehicle driving characteristics.	I	P	E
27.6 Recognize cavitations, water hammer, overheating and unusual noises.	P	R	E
27.7 Demonstrate draft and tandem pumping.	I	P	E
27.8 Perform apparatus inspections, testing and routine service functions.	I	P	E
27.9 Analyze pumping operations and components.	I	P	E
Emergency Medical Technician-Paramedic Pathway			
Unit 28: Emergency Medical Services (EMS) Organizations			
28.1 Examine EMS organizations.	P	R	E
28.2 Demonstrate the basic concepts of incident management.	P	R	E
28.3 Demonstrate essential communication skills and equipment utilization.	P	R	E
28.4 Provide for the safety of self, patient and fellow workers.	P	R	E
28.5 Analyze an incident to determine the magnitude of the situation.	P	R	E
28.6 Demonstrate rescue and extraction techniques.	I	P	E
28.7 Demonstrate safe handling and transport of patients	P	R	E
Unit 29: Patient Assessment			
29.1 Explain patient assessment and initial management procedures within the scope of practice.	P	R	E
29.2 Demonstrate patient assessment and initial management procedures within the scope of practice.	P	R	E
Unit 30: Airway and Ventilation			
30.1 Analyze airway management and ventilation procedures within the scope of practice.	P	R	E
30.2 Perform techniques to manage an obstructed airway and ventilate within the scope of practice.	P	R	E
30.3 Assess and manage respiratory emergencies within the scope of practice.	P	R	E
Unit 31: Cardiology			
31.1 Assess and manage the cardiovascular system within the scope of practice.	P	R	E
31.2 Assess and manage cardiac arrest emergencies within the scope of practice.	P	R	E
31.3 Monitor cardiovascular activity and respond with care within the scope of practice.	P	R	E

Unit 32: Medical Emergencies				
32.1	Assess and manage a patient with special needs.	P	R	E
32.2	Assess and manage a patient with signs and symptoms of infectious and communicable diseases.	P	R	E
32.3	Assess and manage a patient with signs and symptoms of an endocrine emergency within the scope of practice.	P	R	E
32.4	Assess and manage a patient with signs and symptoms of digestive, genitourinary and reproductive emergencies within the scope of practice.	P	R	E
32.5	Assess and manage a patient with signs and symptoms of an allergic reaction or anaphylaxis within the scope of practice.	P	R	E
32.6	Assess and manage a patient with signs and symptoms of an environmentally-induced emergency within the scope of practice.	P	R	E
32.7	Assess and manage a patient with signs and symptoms of toxic exposure or poisoning within the scope of practice.	P	R	E
32.8	Assess and manage a patient with signs and symptoms of a diabetic emergency within the scope of practice.	P	R	E
32.9	Assess and manage a patient with a behavioral emergency.	P	R	E
32.10	Assess and manage a variety of medical emergencies within the scope of practice.	P	R	E
Unit 33: Trauma				
33.1	Assess a trauma patient using physical examination techniques.	P	R	E
33.2	Assess and manage a patient who is bleeding within the scope of practice.	P	R	E
33.3	Evaluate and manage a patient with hemorrhage or shock within the scope of practice.	P	R	E
33.4	Demonstrate the rapid trauma assessment used to assess a patient based on mechanism of injury within the scope of practice.	P	R	E
33.5	Demonstrate a clinical assessment to determine the proper mobility management for a patient with suspected spinal injury.	P	R	E
33.6	Demonstrate techniques for managing thoracic injuries within the scope of practice.	P	R	E
33.7	Demonstrate a clinical assessment to determine the proper plan for a patient with suspected abdominal trauma within the scope of practice.	P	R	E
33.8	Demonstrate a clinical assessment to determine the proper plan for a patient with musculoskeletal trauma within the scope of practice.	P	R	E
33.9	Demonstrate a clinical assessment to determine the proper plan for a patient with head trauma within the scope of practice.	P	R	E
33.10	Demonstrate a clinical assessment to determine the proper plan for a patient with thermal trauma within the scope of practice.	P	R	E
Unit 34: Pediatrics				
34.1	Analyze techniques for successful assessment and treatment of infants and children within the scope of practice.	P	R	E
34.2	Assess and manage patient care for infants and children within the scope of practice.	P	R	E
34.3	Demonstrate a clinical assessment to determine the proper plan for a pediatric trauma patient within the scope of practice.	P	R	E

Unit 35: Obstetrics and Gynecology			
35.1 Explain the assessment, care and management of an obstetric patient within the scope of practice.	P	R	E
35.2 Demonstrate how to provide care for a patient with excessive vaginal bleeding, abdominal pain, hypertensive crisis and/or sexual assault.	P	R	E
35.3 Demonstrate how to assist the obstetric patient in the delivery of the baby within the scope of practice.	P	R	E
35.4 Demonstrate post-delivery care of the mother and newborn within the scope of practice.	P	R	E
Unit 36: Geriatrics			
36.1 Discuss special factors associated with geriatric patients within the scope of practice.	P	R	E
36.2 Analyze risk factors associated with geriatric patients within the scope of practice.	P	R	E
36.3 Explain assessment and management of geriatric patients within the scope of practice.	P	R	E
Legal Careers Pathway			
Unit 37: Introduction			
37.1 Analyze the parameters of the legal profession.	P	R	E
37.2 Demonstrate the core skills and attributes of legal careers.	P	R	E
37.3 Explain the structure of the United States court system.	P	R	E
37.7 Examine court workgroups.	P	R	E
37.8 Demonstrate legal research, writing, analytical and problem-solving skills.	I	P	E
37.9 Demonstrate trial competencies.	I	P	E
37.10 Conduct interviews of witnesses.	I	P	E
Unit 38: Criminal Law			
38.1 Explain applications of constitutional and statutory law to criminal law.	I	P	E
38.2 Describe procedures for presenting a criminal case.	I	P	E
38.3 Analyze the theories of criminal behavior.	I	I	R
Unit 39: Alternative Dispute Resolution			
39.1 Demonstrate mediation, arbitration and negotiation skills.	I	P	E
39.2 Describe the basic origins of conflict and the needs that motivate behavior.	P	R	E
39.3 Examine the different responses to conflict as they relate to outcomes.	P	R	E
39.4 Examine anger management techniques for resolving conflicts and reducing anger.	P	R	E
Unit 40: Areas of Law			
40.1 Analyze the legal issues affecting business organization.	I	P	E
40.2 Explain issues relating to tort law.	I	P	E
40.3 Explain laws pertaining to contracts.	I	P	E
40.4 Analyze probate and estate administration.	I	I	R
40.5 Describe the legal issues pertaining to domestic relations.	I	P	E
40.6 Describe the fundamentals of patent, trademark and copyright laws.	I	P	E
40.7 Explain consumer and bankruptcy laws.	I	I	R
40.8 Explain state real estate laws.	I	I	R
40.9 Explore the substantive and procedural aspects of administrative agencies.	I	I	R

LAW AND PUBLIC SAFETY

CORE BODY OF KNOWLEDGE

UNITS 1 - 8

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 heath 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 heath 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

UNITS 9 - 17

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 devises.
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.
22.10.5 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 vender 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

UNITS 18 - 24

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, creditability), 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 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 23.14: **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**

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	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 perseveration 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
	I	P

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**

EDU:	**12**	**AD**
	I	P

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**

EDU:	**12**	**AD**
	I	P

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**
	I	P

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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	I	P

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**
	I	P

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**
	I	P

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**
	I	P

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)

FIRE SCIENCE PATHWAY

UNITS 25 - 27

Unit 25: Fire Fighting Organizations

(Industry-Driven Authentic Assessment, See Appendix)

BIL: **Essential**

EDU:	**12**	**AD**
	P	R

Competency 25.1: **Analyze the fire department organization, procedures and responsibilities.**

Descriptors:

25.1.1 Describe the mission, organizational structure, lines of authority and standard operating procedures of the fire department.

25.1.2 Discuss the firefighter's role as a member of the organization.

25.1.3 Explain incident management and the firefighter's role and responsibilities within the local incident management system.

25.1.4 Explain the role of other agencies that may respond to emergencies.

25.1.5 Describe the components of the member assistance program.

25.1.6 Identify the responsibility of the firefighter in determining the point of origin, cause and protection of evidence.

25.1.7 Compare/contrast the duties and responsibilities of each rank in line and staff functions.

BIL: **Essential**

EDU:	**12**	**AD**
	P	R

Competency 25.2: **Demonstrate safe operational procedures.**

Descriptors:

25.2.1 Describe the National Fire Protection Association (NFPA) 1500 requirements for firefighters.

25.2.2 Identify and explain dangerous conditions created by fire.

25.2.3 Demonstrate techniques for action when trapped or disoriented in a fire situation.

25.2.4 Use portable power plants, cords, lights, connectors and ground fault interrupters.

25.2.5 Shut off gas services to a building.

25.2.6 Explain hazards to electrical emergencies and shut off electrical service.

25.2.7 Apply the elements of a personnel accountability system at an incident.

25.2.8 Use seat belts, noise barriers and other safety equipment while riding on apparatus.

25.2.9 Mount, dismount and operate apparatus according to acceptable safety practices.

25.2.10 Assess the potential for and causes of accidents and long term exposure to products of combustion within the firefighter's working environment.

25.2.11 Describe occupational and health laws and regulations.

25.2.12 Apply acceptable safety practices to the operation of hand and power equipment.

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 25.3: **Explain fire behavior.**
Descriptors:

25.3.1 Define fire, flash point, fire point, ignition temperature, the fire triangle and tetrahedron.
25.3.2 Describe appropriate action for and associated hazards of incipient, rollover, hot smoldering fire, flashover, steady state burning and back draft.
25.3.3 Identify products of combustion commonly found in fire.
25.3.4 Define the methods of heat transfer.
25.3.5 Define the hazard of finely divided fuels as they relate to the combustion process.
25.3.6 Identify chemical, mechanical and electrical energy sources.
25.3.7 Identify the physical stages of matter in which fuels are commonly found.
25.3.8 Describe the concentrations of oxygen in air as it affects combustion.
25.3.9 Define units of heat measurement (e.g., British thermal unit [Btu], calorie, Fahrenheit).
25.3.10 Describe the process of thermal layering that occurs in structural fires and how to avoid disturbing the normal layering of heat.

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

- *Apply various measurement scales to describe phenomena and solve problems.* (Measurement B, 11-12)

Correlated Science Academic Content Benchmarks

- *Explain how energy may change form or be redistributed but the total quantity of energy is conserved.* (Physical Sciences F, 9-10)

BIL: **Essential**

EDU:	12	AD
	P	R

Competency 25.4: **Use fire alarms and communication equipment.**
Descriptors:
25.4.1 Describe the procedure for a citizen to report a fire or other emergency.
25.4.2 Demonstrate action taken upon receipt of an alarm or report of an emergency.
25.4.3 Describe the purpose and function of all alarm-receiving instruments and personnel-alerting equipment in the fire station.
25.4.4 Identify procedures required for receipt and processing of business and personal calls.
25.4.5 Describe and demonstrate prescribed fire department radio procedures (e.g., routine traffic, emergency traffic, emergency evacuations).
25.4.6 Demonstrate both mobile and portable radio equipment.
25.4.7 Identify traffic control devices installed to facilitate the response of apparatus.

BIL: **Essential**

EDU:	12	AD
	P	R

Competency 25.5: **Use portable extinguishers.**
Descriptors:
25.5.1 Identify the classification of types of fires.
25.5.2 Describe the appropriate extinguisher for the various classes of fires.
25.5.3 Discuss the portable extinguisher rating system.
25.5.4 Extinguish small class A, B and C fires using the appropriate portable extinguisher.
25.5.5 Perform safety checks on portable extinguishers.
25.5.6 Describe code requirements and regulations relative to distribution and location of portable fire extinguishers.

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)

BIL: **Essential**

EDU:	12	AD
	P	R

Competency 25.6: **Utilize personal protective equipment (PPE).**
Descriptors
25.6.1 Demonstrate the use of self-contained breathing apparatus (SCBA) in conditions of space obscured visibility and in conditions of restricted space.
25.6.2 Identify the physical requirements of the wearer of the SCBA.

25.6.3 Demonstrate the limitations, safety features and function of each component of the SCBA.
25.6.4 Demonstrate and document routine maintenance for SCBA including inspection, cleaning and sanitizing (e.g., proper fit test).
25.6.5 Demonstrate emergency techniques (e.g., use of emergency bypass or purge-valve, conservation of air, regulator in the event of a face piece failure) to be used in the event of SCBA failure.
25.6.6 Demonstrate techniques for maximizing the air capacity of a SCBA under work conditions.
25.6.7 Demonstrate the replacement of an expended cylinder of a SCBA assembly with a full cylinder.
25.6.8 Identify articles of protective equipment (e.g., helmet, hood, boots, gloves, turnout or bunker coat and pants, personal alert safety system [PASS], eye protection); describe their uses and limitations; and demonstrate the care, inspection and maintenance of each item.
25.6.9 Demonstrate the donning and doffing of the PPE.
25.6.10 Identify the hazardous environments requiring the use of respiratory protection
25.6.11 Demonstrate donning self-contained breathing apparatus while wearing protective clothing.
25.6.12 Demonstrate rescue procedures for a firefighter with functioning respiratory protection, a firefighter without functioning respiratory protection and a civilian without respiratory protection without compromising the rescuer's respiratory protection.

BIL: **Essential**

EDU:	**12**	**AD**
	P	R

Competency 25.7: **Demonstrate the operation of various fire fighting apparatus.**
Descriptors:
25.7.1 Identify the function of engine, truck and rescue/squad companies.
25.7.2 Describe the role and functions of the pumper/engine, aerial apparatus, mobile water supply apparatus/tanker, wildland fire apparatus and aircraft rescue and fire fighting (ARFF).
25.7.3 Identify special equipment used in the rescue (e.g., floodlight, power, air truck apparatus).
25.7.4 Perform daily and weekly preventative maintenance.
25.7.5 Utilize formulas for fire ground calculations to calculate for fire flow and water supply needs.

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)
- *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)
- *Apply various measurement scales to describe phenomena and solve problems.* (Measurement B, 11-12)

BIL: **Essential**

EDU:	12	AD
	P	R

Competency 25.8: **Use forcible entry equipment.**
Descriptors:

25.8.1 Identify the materials and construction features of door and window locking devices.
25.8.2 Demonstrate procedures of through-the-lock entry for doors and windows.
25.8.3 Identify conditions that may hamper fire department access to a building or premises in an emergency.
25.8.4 Identify the materials and construction features of doors, windows and walls, and the dangers associated with forcing entry through each.
25.8.5 Identify and demonstrate cutting, prying, pulling and striking tools.
25.8.6 Describe and demonstrate the procedures for forcing entry through different types of doors, windows and walls.
25.8.7 Demonstrate opening various types of windows from inside and outside, with and without the use of fire department tools.
25.8.8 Clean, maintain and inspect each type of forcible entry tool.

BIL: **Essential**

EDU:	12	AD
	P	R

Competency 25.9: **Demonstrate ventilation practices.**
Descriptors:

25.9.1 Define the principles of ventilation, and explain the advantages and effects of ventilation.
25.9.2 Identify the dangers present and precautions to be taken in performing ventilation.
25.9.3 Compare/contrast the advantages and disadvantages of types of ventilation (e.g., vertical, horizontal, trench/strip, mechanical, mechanical pressurization, hydraulic).
25.9.4 Describe the signs, causes and effects of backdraft explosions.
25.9.5 Describe the methods or procedures used to prevent backdraft explosions.
25.9.6 Demonstrate the tools and equipment used during ventilation.
25.9.7 Recognize the characteristics of, and list necessary precautions when, ventilating different roof types (e.g., flat, shed, pitched, arched).
25.9.8 Demonstrate the integrity of a roof system by sounding.
25.9.9 Describe how construction, visual observation and elapsed time of fire are used to determine the integrity of a roof system.
25.9.10 Define procedures for types of ventilation (e.g., vertical, horizontal, trench/strip, mechanical, mechanical pressurization, hydraulic).

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)

BIL: **Essential**

EDU:	12	AD
	P	R

Competency 25.10: **Use ropes in the fire service.**
Descriptors:

25.10.1 Tie a bowline knot, clove hitch, figure of eight on a bite, figure eight follow through, figure eight stopper knot, chimney hitch, becket or sheet bend, girth hitch and overhand safety knot.
25.10.2 Hoist any selected forcible entry tool, ground ladder or appliance to a height of at least 20 feet.
25.10.3 Demonstrate the techniques of inspecting, cleaning, maintaining and storing rope.
25.10.4 Use a rope to tie ladders, hose and other equipment to secure them to immovable objects.
25.10.5 Identify the reasons for placing a rope out of service.
25.10.6 Distinguish between life safety and utility ropes.
25.10.7 Match the appropriate size, type, knot and length of rope to the respective fire fighting or rescue task.
25.10.8 Demonstrate methods for using ropes for self rescue.

BIL: **Essential**

EDU:	12	AD
	P	R

Competency 25.11: **Demonstrate rescue procedures.**
Descriptors:

25.11.1 Demonstrate the removal of injured persons from the immediate hazard by the use of carriers, drags and stretchers.
25.11.2 Define and demonstrate primary and secondary search procedures under fire conditions with and without a rope or hose.
25.11.3 Don a life safety harness that meets the NFPA standard on fire service life safety rope, harness and hardware.
25.11.4 Inspect a life safety harness and identify the conditions that would require its removal from service.
25.11.5 Demonstrate the use of rescue tools (e.g., cribbing and shoring material, block and tackle, hydraulic devices, pneumatic devices, ratchet devices).
24.11.6 Demonstrate evolutions which may be required to extricate an entrapped victim of a motor vehicle crash by displacing vehicle roof, vehicle door, windshield, steering wheel, steering column and/or dashboard.

BIL: **Essential**

EDU:	12	AD
	P	R

Competency 25.12: **Use ladders in fire fighting or rescue situations.**
Descriptors:

25.12.1 Describe the use of different types of ladders (e.g., folding/attic, roof, straight/wall, aerial).
25.12.2 Raise, position and lower different types of ground ladders (e.g., 14 ft. single or wall ladder, 25 ft. extension ladder, 35 ft. extension ladder, attic/folding ladder).
25.12.3 Demonstrate the deployment of a roof ladder on a pitched roof.
25.12.4 Climb the full length of each type of ground (and aerial, if available) ladder carrying fire fighting tools and equipment while ascending and descending.
25.12.5 Climb the full length of each type of ground (and aerial, if available) ladder and bring an "injured person" down the ladder.
25.12.6 Demonstrate the techniques of working from ground or aerial ladders with tools and appliances, with and without a safety harness.
25.12.7 Demonstrate the techniques of cleaning, inspecting and maintaining ladders.

BIL: **Essential**

EDU:	12	AD
	P	R

Competency 25.13: **Use fire hoses, nozzles and appliances.**
Descriptors:

25.13.1 Identify the sizes, types, amounts and use of hose required by NFPA to be carried on a pumper.
25.13.2 Demonstrate the use of all nozzles, hose adapters and hose appliances required by NFPA to be carried on a pumper.
25.13.3 Advance charged and uncharged attack lines from a pumper into all sections of a structure (stairways, halls, upper floors, lower floors, up ladders).
25.13.4 Demonstrate the techniques for cleaning, inspecting and testing fire hoses, couplings and nozzles.
25.13.5 Demonstrate different types of hose loads and finishes, hose rolls, hose carries and hose coupling and uncoupling.
25.13.6 Work from a ground ladder with a charged attack line.
25.13.7 Hand lay 300 feet of supply line 2 ½ inch or larger from a pumper to a water source.
25.13.8 Demonstrate the methods for extending and replacing a burst section of a hose line.

BIL: **Essential**

EDU:	**12**	**AD**
	P	R

Competency 25.14: **Use fire streams.**
Descriptors:

25.14.1 Define different types of fire streams.
25.14.2 Demonstrate how to open and close a nozzle and how to adjust its stream pattern and flow setting.
25.14.3 Define water hammer and describe methods for its prevention.
25.14.4 Define methods of water application (e.g., direct, indirect, combination).
25.14.5 Identify precautions to be followed while advancing hose lines to a fire.
25.14.6 Describe observable results that are obtained when the proper application of a fire stream is accomplished.
25.14.7 Assemble and operate a foam fire stream arrangement.

BIL: **Essential**

EDU:	**12**	**AD**
	P	R

Competency 25.15: **Classify types of water supplies.**
Descriptors:

25.15.1 Identify the water distribution system and other water sources in the local community.
25.15.2 Identify parts of a water distribution system (e.g., distributors, primary feeders, secondary feeders).
25.15.3 Explain the operation of a dry-barrel hydrant and a wet-barrel hydrant.
25.15.4 Define normal operating pressure of a water distribution system, residual pressure of a water distribution system, flow pressure and static pressure.
25.15.5 Identify types of main water valves (e.g., indicating, non-indicating, post indicator and outside screw and yoke).
25.15.6 Describe how obstructions reduce hydrant effectiveness (e.g., mechanical damage, rust and corrosion, failure to open the hydrant fully, ability to drain).
25.15.7 Identify the apparatus, equipment and appliances required to provide water at rural locations by relay pumping, large diameter hose or a tanker shuttle.
25.15.8 Explain the four fundamental components of a modern water system.
25.15.9 Demonstrate deployment of a portable water tank.
25.15.10 Demonstrate the hydrant to pumper hose connections for forward and reverse lays, connect a supply hose to a hydrant, and fully open and close the hydrant.
25.15.11 Assemble and connect the equipment necessary for drafting from a static water supply source.
25.15.12 Demonstrate the assemblage of equipment necessary for the transfer of water between portable water tanks.
25.15.13 Describe the loading and off-loading of tanks on mobile water supply apparatus.
25.15.14 Identify the pipe sizes used in water distribution systems for residential, business and industrial districts.
25.15.15 Identify causes of increased resistance or friction loss in water mains.
25.15.16 Describe care, maintenance and testing of fire hydrants.

Correlated Social Studies Academic Content Benchmarks

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

BIL: **Essential**

EDU:	**12**	**AD**
	P	R

Competency 25.16: **Utilize private fire protection systems.**
Descriptors:

25.16.1 Identify a fire department sprinkler connection and water motor alarm.
25.16.2 Calculate appropriate pump pressure when supplying fire protection systems.
25.16.3 Connect hose line(s) to a fire department connection of a sprinkler or standpipe system.
25.16.4 Define how the automatic sprinkler heads open and release water.
25.16.5 Stop the flow of water from a sprinkler head using a wedge, tong or stopper.
25.16.6 Define the value of automatic sprinklers in providing safety to the occupants in a structure.
25.16.7 Carry an attack line into a building, connecting it to a standpipe and advancing from a standpipe.
25.16.8 Identify the "Main Control" valve on an automatic sprinkler system.
25.16.9 Operate a main control valve on an automatic sprinkler system from "open" to "closed" and then back to "open".

BIL: **Essential**

EDU:	**12**	**AD**
	P	R

Competency 25.17: **Participate in controlled burning exercises.**
Descriptors:

25.17.1 Extinguish or control a class A fire inside (above or below grade area, walls, crawl spaces) and on the exterior of a structure following NFPA1403.
25.17.2 Extinguish or control an exterior open pan of a class B liquid fire.
25.17.3 Extinguish or control a vehicle fire.
25.17.4 Extinguish or control a storage container (exterior dumpster/trash bin) fire.
25.17.5 Describe the tactics employed to fight wildland fires.

Unit 26: Fire Prevention and Inspection

(Industry-Driven Authentic Assessment, See Appendix)

BIL: **Essential**

EDU:	**12**	**AD**
	P	R

Competency 26.1: **Explain fire prevention, public fire education and fire cause determination.**

Descriptors:

26.1.1 Identify common causes of fires and fire spread, and their prevention.

26.1.2 Explain the purpose of and complete a fire incident report.

26.1.3 Describe the importance of public fire education programs to fire department public relations and the community.

26.1.4 Present a prepared program to an identified audience for stop-drop-and-roll, crawl low in smoke, escape planning, alerting others, calling the fire department, fire station tour and residential smoke detector placement and maintenance.

26.1.5 Identify key components of and prepare a pre-fire plan that includes diagrams or sketches of a building to record the location of items of concern.

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)
- *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

- *Evaluate various means for citizens to take action on a particular issue.* (Citizenship Rights and Responsibilities 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 26.2: **Explain the effects of building construction on fire fighting.**
Descriptors:

26.2.1 Describe the basic structural characteristics of the types of building construction (e.g., wood frame, ordinary, heavy timber, noncombustible, fire resistant) and the associated NFPA numbering system.
26.2.2 Identify the general fire behavior expected with each type of building construction, including the spread of fire and the safety of the building, occupants and firefighters
26.2.3 Describe hazards associated with truss and lightweight construction.
26.2.4 Identify dangerous building conditions created by fire and fire suppression activities.
26.2.5 Identify indicators of building collapse.
26.2.6 Describe the effects of fire and fire fighting activities on building materials (e.g., wood, masonry, cast iron, steel, gypsum wallboard, reinforced concrete, glass, plaster on lath).
26.2.7 Define load and non-load bearing walls, partition wall, veneer wall, party wall, fire wall and cantilever wall as they relate to building construction.

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)

BIL: **Essential**

EDU:	12	AD
	P	R

Competency 26.3: **Demonstrate salvage procedures.**
Descriptors:

26.3.1 Identify the purpose of salvage and its value to the public and the fire department.
26.3.2 Demonstrate the removal of debris and the removal and routing of water from a structure.
26.3.3 Demonstrate the covering or closing of openings made during fire fighting operations.
26.3.4 Demonstrate the care, cleaning and storage of salvage equipment.

BIL: **Essential**

EDU:	12	AD
	P	R

Competency 26.4: **Demonstrate overhaul procedures.**
Descriptors:

26.4.1 Identify the purpose of overhaul.
26.4.2 Recognize and/or describe indicators of and searching for hidden fires.
26.4.3 Demonstrate how to separate and remove charred material from unburned material.
26.4.4 Demonstrate exposure of hidden fires by opening ceilings, walls and floors, and by pulling apart burned materials and utilizing heat detection devices.
26.4.5 Define duties of fire fighters left at the fire scene for fire and security surveillance
26.4.6 Preserve evidence of fire origin and cause.

BIL: **Essential**

EDU:	12	AD
	P	R

Competency 26.5: **Conduct fire safety inspections.**
Descriptors:

26.5.1 Describe the procedures for conducting fire inspections.
26.5.2 Explain the legally established responsibilities and empowerment related to performance of the fire inspector's duties.
26.5.3 Examine fire extinguishers, fire exits, alarm and suppression systems (e.g., smoke, heat, flame) identify fire hazards and complete a written report including recommend corrective action.
26.5.4 Identify local code requirements covering the storage and use of flammable liquids and gases; and practices contributing to fire safety (e.g., proper piling, aisles, clearances, access to equipment, exits).

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 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

- *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**
	P	R

Competency 26.6: **Demonstrate first responder medical emergency techniques.**
Descriptors:

26.6.1 Conduct a scene survey and identify hazards.
26.6.2 Conduct a primary patient assessment.
26.6.3 Demonstrate the use, decontamination, disinfection and disposal of PPE used for protection from infection.
26.6.4 Perform procedures (e.g., single-rescuer CPR on adult, child and infant; two-rescuer CPR on an adult; management of an obstructed airway on a conscious and unconscious adult, child and infant).
26.6.5 Demonstrate procedures to control internal and external bleeding and describe the characteristics of each type.
26.6.6 Identify characteristics of and emergency medical care for thermal and chemical burns (including the eyes) according to degree and severity.
26.6.7 Identify the symptoms and demonstrate emergency medical care of traumatic shock, ingested poisons and drug overdoses, and contact the poison control center that serves the local jurisdiction.
26.6.8 Apply to the care of all patients infection control techniques designed to prevent the spread of sexually transmitted diseases, following Centers for Disease Control (CDC) guidelines.

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**
	P	R

Competency 26.7: **Detect the presence of hazardous materials.**
Descriptors:

26.7.1 Identify the Department of Transportation (DOT) hazard classes and divisions of hazardous materials and common examples of materials in each hazard class or division.
26.7.2 Identify the primary hazards associated with each of the DOT hazard classes and divisions of hazardous materials by hazard class or division.
26.7.3 Identify the difference between hazardous materials incidents and other emergencies.
26.7.4 Identify typical operations and locations in the community where hazardous materials are manufactured, transported, stored, used or disposed.
26.7.5 Identify typical container shapes that can indicate hazardous materials.
26.7.6 Identify facility and transportation markings and colors that indicate hazardous materials, including United Nations/North American Hazardous Materials Code (UN/NA) identification numbers, NFPA 704 markings and DOT guidebook, military hazardous materials markings, special hazard communication markings, pipeline markings and container markings.

26.7.7 Identify U.S. and Canadian placards and labels that indicate hazardous materials.
26.7.8 Identify the basic information on material safety data sheets (MSDS) and shipping papers that indicates hazardous materials.
26.7.9 Identify examples of clues (other than occupancy/location, container shape, markings/color, placards/labels, MSDS and shipping papers) that use the senses of sight, sound and odor to indicate hazardous materials.
26.7.10 Describe the limitation of using the senses in determining the presence or absence of hazardous materials.

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)

BIL: **Essential**

EDU:	**12**	**AD**
	P	R

Competency 26.8: **Initiate protective action with hazardous materials.**
Descriptors:
26.8.1 Identify the location of both the local emergency response plan and the organization's standard operating procedures.
26.8.2 Describe the basic precautions to be taken by first responders to protect themselves and others, and provide emergency medical care to victims during a hazardous materials incident.
26.8.3 Identify typical ignition sources found at the scenes of hazardous materials incidents.
26.8.4 Identify the ways hazardous materials are harmful to people, the environment and property at hazardous materials incidents.
26.8.5 Identify the general routes of entry for human exposure to hazardous materials.
26.8.6 Given the identity of various hazardous materials (e.g., name, UN/NA identification number, type placard), identify the response information (e.g., emergency action, PPE necessary, initial isolation, protective action distances).
26.8.7 Describe the recommended PPE, structural fire-fighting protective clothing, positive pressure self-contained breathing apparatus and chemical-protective clothing and equipment for the various hazardous materials.
26.8.8 Identify the definitions for protective actions (e.g., isolation of the hazard area, denial of entry, evacuation, sheltering in-place protection).
26.8.9 Identify the shapes of recommended initial isolation and protective action zones.
26.8.10 Describe the difference between small and large spills as found in the table of initial isolation and protective action distances.
26.8.11 Identify the circumstances under which the table of initial isolation and protective action distance and isolation distances in the numbered guides are used at a hazardous material incident.
26.8.12 Identify the techniques used to isolate the hazard area and deny entry to unauthorized persons at hazardous materials incidents.
26.8.13 Describe the appropriate initial notifications to be made consistent with the local emergency response plan or the organization's standard operating procedures.

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)

Unit 27: Fire Apparatus

(Industry-Driven Authentic Assessment, See Appendix)

BIL: **Essential**

EDU:	**12**	**AD**
	P	R

Competency 27.1: **Demonstrate the relationship between flow (volume) and pressure.**

Descriptors:

27.1.1 Define flow (volume) and pressure.

27.1.2 Discuss the mathematical relationship between flow (volume) and pressure.

27.1.3 Perform calculations based on formulas expressing the relationship between flow (volume) and pressure.

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)
- *Apply various measurement scales to describe phenomena and solve problems.* (Measurement B, 11-12)

Correlated Science Academic Content Benchmarks

- *Apply principles of forces and motion to mathematically analyze, describe and predict the net effects on objects or systems.* (Physical Sciences D, 11-12)

BIL: **Essential**

EDU:	**12**	**AD**
	P	R

Competency 27.2: **Describe the rules of hydraulics.**

Descriptors:

27.2.1 List and define the rules of hydraulics.

27.2.2 List and define fireground calculations.

27.2.3 Define friction loss and nozzle reaction.

27.2.4 Calculate friction loss over different lengths and diameters of fire hose.

27.2.5 Illustrate nozzle reaction with different types of nozzles at different pressures.

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)
- *Apply various measurement scales to describe phenomena and solve problems.* (Measurement 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)
- *Apply principles of forces and motion to mathematically analyze, describe and predict the net effects on objects or systems.* (Physical Sciences D, 11-12)

BIL: **Essential**

EDU:	**12**	**AD**
	P	R

Competency 27.3: **Explain hydrant capacity, standpipes and sprinklers.**
Descriptors:
27.3.1 Identify major components and types of fire hydrants.
27.3.2 Perform basic hydraulic calculations (e.g., flow rates, tip pressures, pumping /hydrant capacities).
27.3.3 Identify major types and components of standpipe systems.
27.3.4 Describe major types and components of sprinkler systems.
27.3.5 Describe major components of municipal water systems.
27.3.6 Identify major components of static water supply.

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)
- *Apply various measurement scales to describe phenomena and solve problems.* (Measurement B, 11-12)

BIL: **Essential**

EDU:	**12**	**AD**
	I	P

Competency 27.4: **Demonstrate relay pumping.**
Descriptors:
27.4.1 Define relay pumping.
27.4.2 Perform the calculations to determine the relay set-up to deliver the desired flow.
27.4.3 Describe the procedures for starting and stopping a relay pumping operation.

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)
- *Apply various measurement scales to describe phenomena and solve problems.* (Measurement B, 11-12)

BIL: **Essential**

EDU:	12	AD
	I	P

Competency 27.5: **Demonstrate emergency vehicle driving characteristics.**
Descriptors:
27.5.1 Discuss safe and legal emergency vehicle driving techniques.
27.5.2 Drive serpentine, alley dock, opposite alley and diminishing clearance courses.
27.5.3 Position an apparatus for hydrant hook-up and drafting.

BIL: **Essential**

EDU:	12	AD
	P	R

Competency 27.6: **Recognize cavitations, water hammer, overheating and unusual noises.**
Descriptors:
27.6.1 Define cavitations, overheating and water hammer.
27.6.2 Discuss measures to prevent cavitations, water hammer and overheating.
27.6.3 Discuss troubleshooting pump operations by listening.

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)

BIL: **Essential**

EDU:	12	AD
	I	P

Competency 27.7: **Demonstrate draft and tandem pumping.**
Descriptors:
27.7.1 Define drafting and tandem pumping.
27.7.2 Describe drafting and tandem pumping operations.

BIL: **Essential**

EDU:	12	AD
	I	P

Competency 27.8: **Perform apparatus inspections, testing and routine service functions.**
Descriptors:
27.8.1 Describe appropriate preventative maintenance schedules.
27.8.2 Describe apparatus inspection procedures to be completed prior to operations.
27.8.3 Describe testing procedures for apparatus components prior to use.
27.8.4 Discuss routine service and maintenance activities for fire apparatus.

BIL: **Essential**

EDU:	**12**	**AD**
	I	P

Competency 27.9: **Analyze pumping operations and components.**

Descriptors:

27.9.1 Describe major components of single and multi-stage pumps, pump piping and the pumping process.

27.9.2 Describe static, positive and gravity water sources.

27.9.3 Describe pressure control, priming devices and cooling systems.

27.9.4 Identify, read and operate all gauges and valves on typical pumper apparatus.

EMERGENCY MEDICAL TECHNICIAN-PARAMEDIC PATHWAY

UNITS 28 - 36

Unit 28: Emergency Medical Service (EMS) Organizations
(Industry-Driven Authentic Assessment, See Appendix)

BIL: **Essential**

EDU:	**12**	**AD**
	P	R

Competency 28.1: **Examine EMS organizations.**
Descriptors:

28.1.1 Trace the development of the EMS systems and review emergency medical service careers.
28.1.2 Describe emergency medical service systems.
28.1.3 Differentiate between and explain the roles and responsibilities of the Emergency Medical Responder, Emergency Medical Technicians (EMT), Advanced EMT and Paramedic.
28.1.4 Describe the inter-relationships with other public safety agencies.

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 28.2: **Demonstrate the basic concepts of incident management.**
Descriptors:

28.2.1 Follow EMS safety and well-being guidelines.
28.2.2 Demonstrate guidelines for handling and moving patients.
28.2.3 Maintain scene safety.
28.2.4 Manage causes of stress for patients, families and pre-hospital care providers.

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
	P	R

Competency 28.3: **Demonstrate essential communication skills and equipment utilization.**
Descriptors:
28.3.1 Integrate the principles of communication while providing care.
28.3.2 Obtain medical history from a patient.
28.3.3 Use EMS local dispatch communication systems.
28.3.4 Prepare documentation of patient assessment, care and transport.
28.3.5 Use proper medical terminology.

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)
- *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)
- *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 28.4: **Provide for the safety of self, patient and fellow workers.**
Descriptors:
28.4.1 Discuss the importance of body substance isolation.
28.4.2 Describe the steps the EMS providers should take for personal protection from airborne and blood borne pathogens.
28.4.3 Identify the presence of hazardous chemicals.
28.4.4 Use physician medical direction for authorization to provide care.
28.4.5 Discuss legalities and ethics for providing care (e.g. Ohio Do No Resuscitate [DNR] Law, Comfort Care Law).
28.4.6 Discuss the forms of consent.
28.4.7 Assess and provide care to patients and families involved in suspected abuse or neglect.
28.4.8 Describe warning signs of potentially violent situations (e.g., gangs, hostage/sniper situations, clandestine drugs labs, firearms).
28.4.9 Discuss the cleaning, disinfection and disposal of equipment exposed to body substances.

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 28.5: **Analyze an incident to determine the magnitude of the situation.**
Descriptors:

28.5.1 Anticipate and predict the likely behavior and stability of environments, materials, structures, vehicles and/or machinery.
28.5.2 Acquire the last known location and the outside perimeter zone of possible victim(s) locations.
28.5.3 Plan an incident response based on available personnel and equipment.
28.5.4 Establish and/or enforce scene control procedures and implement the planned response.
28.5.5 Transfer sick or injured persons from an unsafe location/environment.
28.5.6 Provide triage to victims of multiple casualty incidents.
28.5.7 Examine the progress of the planned incident response.

BIL: **Essential**

EDU:	**12**	**AD**
	I	P

Competency 28.6: **Demonstrate rescue and extraction techniques.**
Descriptors:

28.6.1 Describe a mass causality incident (MCI) and when it should be declared.
28.6.2 Support a variety of rescue procedures (e.g., automobile, structural collapse, confined-space, line, machine, trench, water).
28.6.3 Differentiate between life-threatening and non-life-threatening entrapment situations.
28.6.4 Support urban search operations.
28.6.5 Provide emergency medical care during rescue.

BIL: **Essential**

EDU:	**12**	**AD**
	P	R

Competency 28.7: **Demonstrate safe handling and transport of patients.**
Descriptors:

28.7.1 Use body mechanics when lifting and moving a patient.
28.7.2 Move a patient from the ground to a stretcher and position patient on the stretcher.
28.7.3 Move a patient secured to a stretcher to the ambulance and load the patient.

Unit 29: Patient Assessment
(Industry-Driven Authentic Assessment, See Appendix)

BIL: **Essential**

EDU:	**12**	**AD**
	P	R

Competency 29.1: **Explain patient assessment and initial management procedures within the scope of practice.**

Descriptors:

29.1.1 Differentiate between a medical emergency and a trauma situation.
29.1.2 Describe the anatomy, physiology and pathophysiology of the human body.
29.1.3 Identify normal ranges for vital signs (e.g., blood pressure, temperature, pulse, respiration).
29.1.4 Describe the importance of the A-B-Cs during the initial assessment.
29.1.5 Explain the developmental, anatomy and physiology considerations for infants, toddlers, pre-school, school-age adolescents, adults and geriatric patients.

BIL: **Essential**

EDU:	**12**	**AD**
	P	R

Competency 29.2: **Demonstrate patient assessment and initial management procedures within the scope of practice.**

Descriptors:

29.2.1 Assess vital signs of a sick or injured person.
29.2.2 Use medical identification devices.
29.2.3 Conduct an initial/focused assessment.
29.2.4 Interview individuals at the scene to obtain relevant facts related to the sick/injured person's condition.
29.2.5 Complete a detailed assessment.

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)
- *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 30: Airway and Ventilation
(Industry-Driven Authentic Assessment, See Appendix)

BIL: **Essential**

EDU:	**12**	**AD**
	P	R

Competency 30.1: **Analyze airway management and ventilation procedures, within the scope of practice.**

Descriptors:

30.1.1 Explain the primary objective of airway maintenance.
30.1.2 Describe the anatomy and functions of the upper and lower airway.
30.1.3 Clarify the relationship between pulmonary circulation and respiration.
30.1.4 Describe the equipment and methods for suctioning the airway and pharynx.
30.1.5 Differentiate methods and management of airway in an adult, child and infant.
30.1.6 Describe the special considerations in airway management and ventilation for patients with facial injuries.

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)

BIL: **Essential**

EDU:	**12**	**AD**
	P	R

Competency 30.2: **Perform techniques to manage an obstructed airway and ventilate a patient within the scope of practice.**

Descriptors:

30.2.1 Demonstrate the skill of artificially ventilating a patient with basic and advanced airway adjuncts.
30.2.2 Insert an oropharyngeal and nasopharyneal airway.
30.2.3 Perform assessment to confirm correct placement of the endotracheal tube.
30.2.4 Use a non-rebreather facemask and a nasal cannula.
30.2.5 Demonstrate artificial ventilation of a patient with a flow-restricted, oxygen-powered ventilation device and bag-valve mask.
30.2.6 Demonstrate suctioning techniques.
30.2.7 Intubate the trachea using orotracheal and dual lumen airways methods.
30.2.8 Demonstrate management of an obstructed airway of an adult, child and infant.

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)

BIL: **Essential**

EDU:	**12**	**AD**
	P	R

Competency 30.3: **Assess and manage respiratory emergencies within the scope of practice.**
Descriptors:

30.3.1 Differentiate between adequate and inadequate ventilation, normal and abnormal lung sounds.
30.3.2 Describe the anatomy, physiology and pathophysiology of the respiratory system.
30.3.3 Identify the normal partial pressures of oxygen and carbon dioxide in the alveoli, arterial and venous blood, and factors that affect those levels.
30.3.4 Describe the signs, sounds and pathophysiology of conditions affecting the respiratory system.
30.3.5 Perform basic life support (BLS)/CPR procedures.
30.3.6 Identify the pharmacology, actions, indications, precautions, dosages, contraindications and side effects of typical respiratory drugs.
30.3.7 Demonstrate the techniques and routes for administering respiratory drugs.

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)

Correlated Science Academic Content Benchmarks

- *Explain how processes at the cellular level affect the functions and characteristics of an organism.* (Life Sciences A, 11-12)

Unit 31: Cardiology

(Industry-Driven Authentic Assessment, See Appendix)

BIL: **Essential**

EDU:	**12**	**AD**
	P	R

Competency 31.1: **Assess and manage the cardiovascular system within the scope of practice.**

Descriptors:

31.1.1 Explain the anatomy, physiology and pathophysiology of cardiovascular diseases and emergencies.

31.1.2 Describe the components of assessment of a patient with cardiovascular compromise.

31.1.3 Describe a systematic approach to the analysis and interpretation of basic electrocardiogram (EKG) and 12-Lead EKG.

31.1.4 Identify the clinical presentations of a patient with chest pains that may be angina pectoris or myocardial infarction.

31.1.5 Identify the pharmacological agents used in the management of the patient experiencing chest pain.

31.1.6 Describe the clinical presentations of common emergencies (e.g., pulmonary edema, hypertensive emergency, congestive heart failure).

31.1.7 Identify critical actions in caring for the patient in cardiac arrest.

31.1.8 Identify the pharmacology, actions, indications, precautions, dosages, contraindications and side effects of common cardiovascular drugs.

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)

Correlated Science Academic Content Benchmarks

- *Explain how processes at the cellular level affect the functions and characteristics of an organism.* (Life Sciences A, 11-12)

BIL: **Essential**

EDU:	12	AD
	P	R

Competency 31.2: **Assess and manage cardiac arrest emergencies within the scope of practice.**

Descriptors:

31.2.1 Describe the signs, symptoms and common complaints of patients with cardiac problems.

31.2.2 Explain the cardiac risk factors, specific observations and physical findings to be evaluated in the cardiac patient.

31.2.3 Develop, execute and evaluate a treatment plan for a patient with signs and symptoms of a cardiac emergency.

31.2.4 Demonstrate basic and advanced life support techniques (e.g., cardiopulmonary resuscitation [CPR], automated external defibrillation, manual defibrillation).

31.2.5 Describe the indications for the use of pericardial thump, vagal maneuvers, synchronized cardioversion, defibrillation and external pacing.

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)

BIL: **Essential**

EDU:	12	AD
	P	R

Competency 31.3: **Monitor cardiovascular activity and respond with care within the scope of practice.**

Descriptors:

31.3.1 Describe the primary interventions and various levels EMS providers can provide for patients during a cardiac arrest.

31.3.2 Demonstrate how to set, adjust and read an EKG.

31.3.3 Describe etiology, clinical significance and EKG characteristic of cardiac dysrhythmias.

31.3.4 Identify waveforms, artifacts and dysrhythmias on Lead, MCL1 rhythm strips and oscilloscope.

31.3.5 Apply an EKG electrode and obtain a sample rhythm strip.

31.3.6 Perform a pericardial thump, vagal maneuvers, synchronized cardioversion, defibrillation and external pacing.

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)

Unit 32: Medical Emergencies
(Industry-Driven Authentic Assessment, See Appendix)

BIL: **Essential**

EDU:	**12**	**AD**
	P	R

Competency 32.1: **Assess and manage a patient with special needs.**
Descriptors:
32.1.1 Discuss the special needs patient (e.g. physical, mental, medical).
32.1.2 Assess the injury/illness as well as the special needs of the patient.
32.1.3 Provide appropriate care in regard to the injury/illness and special needs.

BIL: **Essential**

EDU:	**12**	**AD**
	P	R

Competency 32.2: **Assess and manage a patient with signs and symptoms of infectious and communicable diseases.**
Descriptors:
32.2.1 Describe the anatomy, physiology, pathophysiology, modes of transmission and incubation periods of typical infectious and communicable diseases and parasites.
32.2.2 List signs and symptoms of typical infectious and communicable diseases and parasites.
32.2.3 Practice universal precautions according to the Center for Disease Control (CDC) standards.
32.2.4 Report and follow up, after exposure to a communicable disease, according to CDC 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)

Correlated Science Academic Content Benchmarks

- *Explain how processes at the cellular level affect the functions and characteristics of an organism.* (Life Sciences A, 11-12)

BIL: **Essential**

EDU:	12	AD
	P	R

Competency 32.3: **Assess and manage a patient with signs and symptoms of an endocrine emergency within the scope of practice.**

Descriptors:

32.3.1 Describe the anatomy, physiology, pathophysiology and assessment of the endocrine System.

32.3.2 Identify the pharmacology, actions, indications, precautions, dosages, contraindications and side effects of relevant drugs.

32.3.3 Identify patient's endocrine emergencies.

32.3.4 Formulate and administer a relevant treatment plan based on field impression.

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 how processes at the cellular level affect the functions and characteristics of an organism.* (Life Sciences A, 11-12)

BIL: **Essential**

EDU:	12	AD
	P	R

Competency 32.4: **Assess and manage a patient with signs and symptoms of digestive, genitourinary and reproductive emergencies within the scope of practice.**

Descriptors:

32.4.1 Describe the anatomy, physiology, pathophysiology of the digestive, genitourinary and reproductive systems.

32.4.2 Identify the pharmacology, actions, indications, precautions, dosages, contraindications and side effects of relevant drugs.

32.4.3 Explain the basic principles, types and complications of renal emergencies.

32.4.4 Develop and administer a treatment plan based on field impression.

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 how processes at the cellular level affect the functions and characteristics of an organism.* (Life Sciences A, 11-12)

BIL: **Essential**

EDU:	12	AD
	P	R

Competency 32.5: **Assess and manage a patient with signs and symptoms of an allergic reaction or anaphylaxis within the scope of practice.**

Descriptors:

32.5.1 Compare the clinical signs and symptoms of allergic reaction versus anaphylactic shock.
32.5.2 Recognize the signs and symptoms related to anaphylaxis.
32.5.3 Develop a treatment plan based on field impression in the patient with allergic reaction or anaphylaxis.
32.5.4 Administer a treatment plan to a patient experiencing an allergic reaction or anaphylactic shock based on field impression.

Correlated Science Academic Content Benchmarks

- *Explain how processes at the cellular level affect the functions and characteristics of an organism.* (Life Sciences A, 11-12)

BIL: **Essential**

EDU:	12	AD
	P	R

Competency 32.6: **Assess and manage a patient with signs and symptoms of an environmentally-induced emergency within the scope of practice.**

Descriptors:

32.6.1 List signs and symptoms of environmentally-induced emergencies (e.g., near-downing; heat cramps, heat exhaustion, heat stroke; frostbite; bites and stings; radiation).
32.6.2 Recognize the potential hazards of an environmental emergency (e.g. patient, by-standers, EMTs, emergency medical responders).
32.6.3 Develop a patient management plan based on the field impression of the patient.
32.6.4 Integrate pathophysiological principles and assessment findings to formulate a field impression and implement a treatment plan.

BIL: **Essential**

EDU:	12	AD
	P	R

Competency 32.7: **Assess and manage a patient with signs and symptoms of toxic exposure or poisoning within the scope practice.**

Descriptors:

32.7.1 Describe the signs and symptoms of exposure to poisons and other toxic substances.
32.7.2 Correlate the assessment findings with the most commonly abused drugs or poisoning substances.
32.7.3 Discuss the clinical uses, street names, pharmacology, assessment findings and the management for patients who have taken commonly used street drugs.
32.7.4 Distinguish between drug overdose, alcoholism and drug abuse.

32.7.5 Differentiate among the various treatments and pharmacological interventions in the management of the most common poisonings by inhalation, ingestion, absorption and injection.
32.7.6 Describe the role of the Poison Control Centers in the EMS system.
32.7.7 Administer a treatment plan to a patient experiencing toxic exposure or poisoning.

Correlated Science Academic Content Benchmarks

- *Explain how processes at the cellular level affect the functions and characteristics of an organism.* (Life Sciences A, 11-12)

BIL: **Essential**

EDU:	**12**	**AD**
	P	R

Competency 32.8: **Assess and manage a patient with signs and symptoms of a diabetic emergency within the scope of practice.**

Descriptors:
32.8.1 Recognize the signs and symptoms of hypoglycemia and hyperglycemia.
32.8.2 Describe the management of the patient with hypoglycemia and hyperglycemia.
32.8.3 Differentiate between diabetic emergencies based on assessment and history.
32.8.4 Demonstrate the appropriate technique to perform glucose monitoring.

BIL: **Essential**

EDU:	**12**	**AD**
	P	R

Competency 32.9: **Assess and manage a patient with a behavioral emergency.**

Descriptors:
32.9.1 Review techniques for physical assessment in a patient with behavioral emergencies.
32.9.2 Describe medical/legal considerations for managing a patient with behavioral emergencies.
32.9.3 Formulate a field impression based on the assessment findings for patients with behavioral problems.
32.9.4 Review situations in which the EMS provider is expected to transport against the patient's will.
32.9.5 Administer a patient management plan based on the field impression.

BIL: **Essential**

EDU:	**12**	**AD**
	P	R

Competency 32.10: **Assess and manage a variety of medical emergencies within the scope of practice.**

Descriptors:

32.10.1 Discuss the assessment and management of the patient with non-traumatic acute abdominal pain.

32.10.2 Discuss the assessment findings and management for stroke, transient ischemic attack and intracranial hemorrhage.

32.10.3 Discuss the assessment findings and management for non-specific coma or altered level of consciousness/syncope/weakness/headache.

32.10.4 Discuss the assessment findings and management for epilepsy/seizures.

32.10.5 Administer a patient management plan based on the field impression.

Unit 33: Trauma

(Industry-Driven Authentic Assessment, See Appendix)

BIL: **Essential**

EDU:	**12**	**AD**
	P	R

Competency 33.1: **Assess a trauma patient using physical examination techniques.**

Descriptors:

33.1.1 Explain the importance of the patient assessment in the overall management of the trauma patient.

33.1.2 Describe the primary survey/initial assessment using the ABCDE method.

33.1.3 Describe the rapid examination skills necessary to evaluate respiration, circulation and level of consciousness/responsiveness.

33.1.4 Identify the steps in a secondary survey/focused history and physical examination.

33.1.5 Demonstrate a physical examination on a trauma patient.

BIL: **Essential**

EDU:	**12**	**AD**
	P	R

Competency 33.2: **Assess and manage a patient who is bleeding within the scope of practice.**

Descriptors:

33.2.1 Differentiate between arterial, venous and capillary bleeding.

33.2.2 Identify items that can be used to control external bleeding and minimize the contamination of open wounds.

33.2.3 Describe a patient with signs and symptoms of hemorrhagic shock.

33.2.4 Demonstrate procedures to assist the patient who exhibits signs and symptom of internal bleeding.

33.2.5 Recognize the need for Body Substance Isolation (BSI) in bleeding control.

Correlated Science Academic Content Benchmarks

- *Explain how processes at the cellular level affect the functions and characteristics of an organism.* (Life Sciences A, 11-12)

BIL: **Essential**

EDU:	**12**	**AD**
	P	R

Competency 33.3: **Evaluate and manage a patient with hemorrhage or shock within the scope of practice.**

Descriptors:

33.3.1 Explain the causes, pathophysiology signs, symptoms, clinical manifestations and management of shock.

33.3.2 Describe the indications for intravenous fluid replacement.

33.3.3 Calculate fluid administration rates for intravenous fluids utilizing a variety of administration sets.

33.3.4 Demonstrate resuscitation of shock patient.

33.3.5 Identify the need for rapid transport when confronted with continuing hypoperfusion.

33.3.6 Manage patients with signs and symptoms of hemorrhagic, compensated hemorrhagic and decompensated hemorrhagic shock.

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)
- *Apply various measurement scales to describe phenomena and solve problems.* (Measurement B, 11-12)

Correlated Science Academic Content Benchmarks

- *Explain how processes at the cellular level affect the functions and characteristics of an organism.* (Life Sciences A, 11-12)

BIL: **Essential**

EDU:	**12**	**AD**
	P	R

Competency 33.4: **Demonstrate the rapid trauma assessment used to assess a patient based on the mechanism of injury within the scope of practice.**

Descriptors:

33.4.1 Describe the motion and energy considerations of blunt and penetrating mechanisms of injury.

33.4.2 Define the role of kinematics as an additional tool for patient assessment.

33.4.3 Describe the pathophysiology of the head, spine, thorax and abdomen that result from blunt and penetrating forces.

33.4.4 Differentiate between open and closed soft tissues injuries and provide emergency treatment accordingly.

33.4.5 Discuss the rapid extrication of a trauma patient.

Correlated Science Academic Content Benchmarks

- *Explain how processes at the cellular level affect the functions and characteristics of an organism.* (Life Sciences A, 11-12)
- *Explain the movement of objects by applying Newton's three laws of motion.* (Physical Sciences D, 9-10)

BIL: **Essential**

EDU:	**12**	**AD**
	P	R

Competency 33.5: **Demonstrate a clinical assessment to determine the proper mobility management for a patient with suspected spinal injury.**

Descriptors:

33.5.1 Describe specific mechanisms of injury that can cause various stages of spinal injury.

33.5.2 Explain the indications of spinal trauma (e.g., mechanisms of injury, presence of other trauma due to violent force, specific signs of spinal trauma).

33.5.3 Discuss the assessment finding associated with spine injuries.

33.5.4 Immobilize the patient with assessment findings indicative of spinal injury (e.g., supine, prone, semi-prone, sitting, standing).

33.5.5 Stabilize the c-spine of a patient wearing a helmet.

BIL: **Essential**

EDU:	**12**	**AD**
	P	R

Competency 33.6: **Demonstrate techniques for managing thoracic injuries within the scope of practice.**

Descriptors:

33.6.1 Define the associated physiology and pathophysiology pertinent to ventilation interventions on trauma patients.

33.6.2 Describe the signs and symptoms of flail chest; simple pneumothroax, tension pneumothroax, and hemothorax; pericardial tamponade; aortic, tracheal and bronchial rupture.

33.6.3 Perform needle decompression; fracture stabilization; intubation of the apneic patient; 33.6.4 ECG monitoring; and oxygenation and ventilation techniques.

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)

Correlated Science Academic Content Benchmarks

- *Explain how processes at the cellular level affect the functions and characteristics of an organism.* (Life Sciences A, 11-12)

BIL: **Essential**

EDU:	**12**	**AD**
	P	R

Competency 33.7: **Demonstrate a clinical assessment to determine the proper plan for a patient with suspected abdominal trauma within the scope of practice.**

Descriptors:

33.7.1 Define the associated physiology and pathophysiology of blunt and penetrating injury to the abdomen.
33.7.2 Describe specific mechanisms of injury that can cause abdominal trauma.
33.7.3 Identify the need for rapid intervention and transport when appropriate.
33.7.4 Identify the anatomic and physiologic changes that occur in pregnancy.
33.7.5 Identify the proper position for transport of the pregnant trauma patient.

BIL: **Essential**

EDU:	**12**	**AD**
	P	R

Competency 33.8: **Demonstrate a clinical assessment to determine the proper plan for a patient with musculoskeletal trauma within the scope of practice.**

Descriptors:

33.8.1 Identify various types of musculoskeletal injuries.
33.8.2 Define the initial and focused assessments as related to extremity trauma.
33.8.3 Describe major pathophysiology problems that require management in extremity injuries.
33.8.4 Indicate the relationship between hemorrhage and open and closed fractures.
33.8.5 Immobilize and care for suspected fractures, dislocations, sprains and strains.
33.8.6 Describe the primary signs and symptoms of extremity trauma.
33.8.7 Explain the management of extremity trauma, especially in the presence of life-threatening injuries.
33.8.8 Describe the management of amputations.

BIL: **Essential**

EDU:	**12**	**AD**
	P	R

Competency 33.9: **Demonstrate a clinical assessment to determine the proper plan for a patient with head trauma within the scope of practice.**

Descriptors:

33.9.1 Define the physiology and pathophysiology of hypoperfusion, concussion, contusion, laceration, hematoma and fractures pertinent to the head.
33.9.2 Differentiate between different types of facial injuries (e.g., eye, ear, mouth, throat).
33.9.3 Define the increased intracranial pressure and list the progression events as pressure rises.
33.9.4 Identify the need for rapid transport of a patient with a decreased level of consciousness from a significant head injury.

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)

Correlated Science Academic Content Benchmarks

- *Explain how processes at the cellular level affect the functions and characteristics of an organism.* (Life Sciences A, 11-12)

BIL: **Essential**

EDU:	**12**	**AD**
	P	R

Competency 33.10: **Demonstrate a clinical assessment to determine the proper plan for a patient with thermal trauma within the scope of practice.**

Descriptors:

33.10.1 Describe the basic criteria for assessing burn severity.
33.10.2 Calculate percentage of body surface area burned and apply various formulas for calculating fluid resuscitation.
33.10.3 Identify life-threatening injuries resulting from burns that require pre-hospital treatment.
33.10.4 Describe signs that indicate inhalation injury and possible respiratory sequelae after burn Injury.
33.10.5 Define the rule of nines for adult and pediatric patients.
33.10.6 Manage a burn victim with or without associated injuries.

Correlated Mathematics Academic Content Benchmarks

- *Use formulas to find surface area and volume for specified three-dimensional objects accurate to a specified level of precision.* (Measurement B, 8-10)
- *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)

Unit 34: Pediatrics

(Industry-Driven Authentic Assessment, See Appendix)

BIL: **Essential**

EDU:	**12**	**AD**
	P	R

Competency 34.1: **Analyze techniques for successful assessment and treatment of infants and children within the scope of practice.**

Descriptors:

34.1.1 Explain the variables that require different assessments and treatments for infants and children.

34.1.2 Discuss anatomical features of children that predispose or protect them from certain injuries.

34.1.3 Identify common lethal mechanism of injury in infants and children.

34.1.4 Discuss the indications, dosages, route of administration and special considerations for administering medication.

34.1.5 Describe diseases and injuries common to infants and children.

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

- *Estimate, compute and solve problems involving real numbers, including ratio, proportion and percent, and explain solutions.* (Number, Number Sense and Operations G, 8-10)
- *Apply various measurement scales to describe phenomena and solve problems.* (Measurement B, 11-12)

BIL: **Essential**

EDU:	**12**	**AD**
	P	R

Competency 34.2: **Assess and manage patient care for infants and children within the scope of practice.**

Descriptors:

34.2.1 Demonstrate appropriate intervention techniques with families of acutely ill or injured infants and children.

34.2.2 Perform appropriate assessments for different developmental age groups.

34.2.3 Demonstrate the various treatments for infants and children with medical emergencies and/or in trauma.

BIL: **Essential**

EDU:	**12**	**AD**
	P	R

Competency 34.3: **Demonstrate a clinical assessment to determine the proper plan for a pediatric trauma patient within the scope of practice.**

Descriptors:

34.3.1 Explain the special importance of managing the airway and restoring adequate tissue oxygenation in pediatric patients.

34.3.2 Identify the quantitative vital signs for pediatrics.

34.3.3 Demonstrate assessment techniques for the variety of injuries found in pediatric patients.

Unit 35: Obstetrics and Gynecology

(Industry-Driven Authentic Assessment, See Appendix)

BIL: **Essential**

EDU:	**12**	**AD**
	P	R

Competency 35.1: **Explain the assessment, care and management of an obstetric patient within the scope of practice.**

Descriptors:

35.1.1 Review the anatomic structures and physiology of the reproductive system.
35.1.2 Identify the stages of labor and the EMS providers role in each stage.
35.1.3 Differentiate between normal and abnormal delivery.
35.1.4 Assist a patient with a gynecological complaint.
35.1.5 Describe procedures for handling complications of labor.

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)

BIL: **Essential**

EDU:	**12**	**AD**
	P	R

Competency 35.2: **Demonstrate how to provide care for a patient with excessive vaginal bleeding, abdominal pain, hypertensive crisis and/or sexual assault.**

Descriptors:

35.2.1 Describe complications associated with pregnancy and delivery.
35.2.2 Discuss the need to provide physical and emotional care for a patient of sexual assault while still preventing destruction of crime scene information.

BIL: **Essential**

EDU:	**12**	**AD**
	P	R

Competency 35.3: **Demonstrate how to assist the obstetric patient in the delivery of the baby within the scope of practice.**

Descriptors:

35.3.1 Explain and utilize the contents of the obstetric kit.
35.3.2 Describe pre-delivery emergencies and indications of imminent delivery.
35.3.3 Describe the steps in the pre-delivery preparation of the mother.
35.3.4 Establish a relationship between Brief Symptoms Index (BSI) and child birth.

35.3.5 Describe the steps to assist in the delivery of a newborn.
35.3.6 Explain how to deliver the placenta.
35.3.7 Describe how and when to cut the umbilical cord.
35.3.8 Explain the procedures for handling abnormal deliveries.
35.3.9 Maintain a patient's modesty and privacy during assessment and delivery.

BIL: **Essential**

EDU:	**12**	**AD**
	P	R

Competency 35.4: **Demonstrate post-delivery care of the mother and newborn within the scope of practice.**

Descriptors:

35.4.1 Describe newborn care procedures.
35.4.2 Discuss care for the mother with delivery complications.
35.4.3 Describe special considerations when meconium is present in amniotic fluid or during delivery.
35.4.4 Discuss special considerations for premature delivery.
35.4.5 Demonstrate a variety of procedures associated with the care of a newborn.

Unit 36: Geriatrics

(Industry-Driven Authentic Assessment, See Appendix)

BIL: **Essential**

EDU:	**12**	**AD**
	P	R

Competency 36.1: **Discuss special factors associated with geriatric patients within the scope of practice.**

Descriptors:

36.1.1 Discuss aging in society today in terms of demographics, longevity, cultural differences, medical care, major diseases and disorders, special needs, psychological changes, mobility, etc.

36.1.2 Describe the differences in the mechanism of injury in the elderly.

36.1.3 Discuss the challenges in communicating with the older person.

36.1.4 Discuss the effects of medications taken by the elderly.

36.1.5 Discuss factors related pending death (e.g., hospice, terminal patients, do not resuscitate orders [DNR and DNR-CC arrest], grief).

36.1.6 Define implied consent and explain the usually limited role of third party powers in trauma scene decision making.

Correlated Social Studies Academic Content Benchmarks

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

BIL: **Essential**

EDU:	**12**	**AD**
	I	**P**

Competency 36.2: **Analyze risk factors associated with geriatric patients within the scope of practice.**

Descriptors:

36.2.1 Compare and contrast older and younger patient assessments and their respective normal and abnormal findings.

36.2.2 Describe common complaints (e.g., shortness of breath, chest pain, dizziness).

36.2.3 Discuss the epidemiology of trauma in the older population including motor vehicle crashes, pedestrian accidents, falls, burns, etc.

36.2.4 Describe assessment findings common in older patients (e.g., musculoskeletal, orthopedic).

36.1.5 Discuss medical risks factors, medications and environmental risk factors.

BIL: **Essential**

EDU:	**12**	**AD**
	P	R

Competency 36.3: **Explain assessment and management of geriatric patients within the scope of practice.**

Descriptors:

36.3.1 Describe the signs and symptoms, precipitating factors and management of cardiac arrest.

36.3.2 Discuss the assessment of geriatric patient complaints related to the cardiovascular system.

36.3.3 Discuss abnormal changes of the nervous system and the epidemiology of nervous system diseases.

36.3.4 Describe the epidemiology of depression, suicide and substance abuse.

36.3.5 Discuss abnormal changes in the gastrointestinal, integumentary and endocrine systems that occur with age.

36.3.6 Define elder abuse and neglect and describe reporting procedures.

LEGAL CAREERS PATHWAY

UNITS 37 - 40

Unit 37: Introduction
(Industry-Driven Authentic Assessment, See Appendix)

BIL: **Essential**

EDU:	**12**	**AD**
	P	R

Competency 37.1: **Analyze the parameters of the legal profession.**
Descriptors:
37.1.1 Describe the scope of career opportunities in the legal profession.
37.1.2 Trace the historical evolution of the legal profession.
37.1.3 Explain how law has developed in the U.S.
37.1.4 Explain the trends and issues affecting the legal profession.
37.1.5 Identify the education and licensure/certification needed for legal careers.

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)
- *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).
- *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 37.2: **Demonstrate the core skills and attributes of legal careers.**
Descriptors:
37.2.1 Demonstrate effective use of technology.
37.2.2 Employ critical thinking and problem solving skills independently or in teams to formulate solutions to problems.
37.2.3 Explain basic human behavior and interaction.
37.2.4 Complete work-related duties within an ethical framework.
37.2.5 Demonstrate professional demeanor (e.g., appearance, speech).
37.2.6 Identify the ethics and professional responsibility of various legal careers.

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

- *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 37.3: **Explain the structure of the United States court system.**
Descriptors:

37.3.1 Describe the differences and similarities among state, local and federal court systems and their interactions.
37.3.2 Describe the differences between civil and criminal court systems, and compare and contrast their legal perspectives.
37.3.3 Discuss the constitutional authority for the justice system at all levels.
37.3.4 Describe the juvenile justice system.

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**
	P	R

Competency 37.7: **Examine court workgroups.**
Descriptors:

37.7.1 Describe the role of judges and the various methods of judicial appointments.
37.7.2 Explain the role of the prosecutor and defense attorney.
37.7.3 Discuss the different types of prosecutors (e.g. local, state, federal, special).
37.7.4 Describe the different methods for court appointment of a defense attorney for an indigent defendant.
37.7.5 Describe the role of court support personnel (e.g. court recorder, court clerk, bailiff).
37.7.6 Identify the various methods to structure and administer a court.
37.7.7 Discuss the interrelationship of various types of court workgroups.

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: **Essential**

EDU:	**12**	**AD**
	I	P

Competency 37.8: **Demonstrate legal research, writing, analytical and problem solving skills.**
Descriptors:

37.8.1 Research legal issues in any jurisdiction, and navigate through books and online law libraries.
37.8.2 Distinguish between binding authority and persuasive authority.
37.8.3 Employ analytical and problem solving skills to legal issues.
37.8.5 Write a persuasive, factual legal document citing appropriate authorities and legal sources.

Correlated English Language Arts Academic Content Benchmarks

- *Use a range of strategies to elaborate and persuade when appropriate, including appeal to logic, use of personal anecdotes, examples, beliefs, expert opinions or cause-effect reasoning.* (Writing Applications E, 11-12)
- *Organize information from various resources and select appropriate sources to support central ideas, concepts and themes.* (Research C, 8-10)
- *Use style guides to produce oral and written reports that give proper credit for sources (e.g., words, ideas, images and information) and include an acceptable format for source acknowledgement.* (Research D, 8-10; Research D, 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).
- *Develop a research project that identifies the various perspectives on an issue and explain a resolution of that issue.* (Social Studies Skills and Methods C, 11-12).

BIL: **Essential**

EDU:	**12**	**AD**
	I	P

Competency 37.9: **Demonstrate trial competencies.**
Descriptors:

37.9.1 Describe the general litigation process.
37.9.2 Explain the rules of evidence and procedure.
37.9.3 Define and describe legal terms and actions (e.g., causes of action, pleadings, venue and jurisdiction, discovery, subpoena, motions and orders).
37.9.4 Use organizational techniques for investigation and interviews.
37.9.5 Prepare selected litigation documents.
37.9.6 Summarize basic pretrial, trial and post-trial matters (e.g., pleadings, appeals) and procedures.
37.9.7 Demonstrate the lawyer and client relationship.
37.9.8 Gather and organize discovery.
37.9.9 Conduct legal reasoning and analysis as it relates to litigation.
37.9.10 Describe the various discovery mechanisms and the rules of admissibility.
37.9.11 Conduct a mock trial.

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)
- *Produce informational essays or reports that establish a clear and distinctive perspective on the subject, include relevant perspectives, take into account the validity and reliability of sources and provide a clear sense of closure.* (Writing Applications D, 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)

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 37.10: **Conduct interviews of witnesses.**
Descriptors:

37.10.1 Define the difference between interrogation and interview.
37.10.2 Verbalize the legal considerations of the interview and interrogation.
37.10.3 List techniques utilized in a Kinesics interview and detect deception.
37.10.4 List techniques to enhance the memory of a witness.
37.10.5 Discuss considerations and legal implications for videotaping and recording interviews and interrogations.
37.10.6 Listen and observe body language, eye movement, voice tone and voice inflection to comprehend information and distinguish facts from fabrication.
37.10.7 Discuss the different interrogation styles and the impact of location.
37.10.8 Discuss the issue of false confessions and why they occur.
37.10.9 Discuss requirements for interviewing juveniles.

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)
- *Select and use effective speaking strategies for a variety of audiences, situations and purposes.* (Communication: Oral and Visual C, 11-12)

Unit 38: Criminal Law
(Industry-Driven Authentic Assessment, See Appendix)

BIL: **Essential**

EDU:	**12**	**AD**
	I	P

Competency 38.1: **Explain applications of constitutional and statutory law to criminal law.**
Descriptors:
38.1.1 Distinguish constitutional law from statutory law.
38.1.2 Discuss applications of arrest laws and when a law can deprive people of certain freedoms.
38.1.3 Describe constitutional issues such as Miranda rights and search and seizure.
38.1.4 Describe the protections afforded a criminal suspect in police custody.

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).

BIL: **Essential**

EDU:	**12**	**AD**
	I	P

Competency 38.2: **Describe procedures to present a criminal case.**
Descriptors:
38.2.1 Discuss types, applications and exceptions to the *Rules of Evidence.*
38.2.2 Identify the necessary elements for any crime.
38.2.3 Discuss whether a crime has been committed based on a fact pattern.
38.2.4 Describe venue and jurisdiction.
38.2.5 Identify necessary pleadings.
38.2.6 Discuss trial stages (e.g., opening statements, jury selection, trial preparation).
38.2.7 Identify various defenses (e.g., self-defense, criminal culpability, mistaken identity)

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: **Recommended**

EDU:	**12**	**AD**
	I	I

Competency 38.3: **Analyze the theories of criminal behavior.**

Descriptors:

38.3.1 Examine the biological roots of criminal behavior.

38.3.2 Explain the psychological and psychiatric foundations of criminal behavior.

38.3.3 Examine the sociological foundations of criminal behavior.

Unit 39: Alternative Dispute Resolution
(Industry-Driven Authentic Assessment, See Appendix)

BIL: **Essential**

EDU:	**12**	**AD**
	I	P

Competency 39.1: **Demonstrate mediation, arbitration and negotiation skills.**
Descriptors:

39.1.1 Distinguish between the methods of dispute resolution and describe the advantages of each.
39.1.2 Describe the role of a mediator or arbitrator.
39.1.3 Discuss the state and federal laws regarding arbitration.
39.1.4 Examine the strength and weaknesses of a client's position.
39.1.5 Explain the meaning and effect of mediation agreements.
39.1.6 Describe the respective procedures to mediation, arbitration and negotiation.

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 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: **Essential**

EDU:	**12**	**AD**
	P	R

Competency 39.2: **Describe the basic origins of conflict and the needs that motivate behavior.**
Descriptors:

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

BIL: **Essential**

EDU:	12	AD
	P	R

Competency 39.3: **Examine the different responses to conflict as they relate to outcomes.**
Descriptors:

39.3.1 Describe the soft response approach (e.g. avoidance, compromise, accommodation) and the typical reasons for using that approach.
39.3.2 Describe the hard response approach (e.g. force, threats, aggression, anger) and the typical reasons for using that approach.
39.3.3 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.
39.3.4 Describe ways to effectively deal with conflict in the workplace.

BIL: **Essential**

EDU:	12	AD
	P	R

Competency 39.4: **Examine anger management techniques to resolve conflicts and reduce anger.**
Descriptors:

39.4.1 Identify techniques to reduce anger.
39.4.2 Distinguish between passive, aggressive and assertive behavior.
39.4.3 Describe how body language plays a role in interacting with others.
39.4.4 Identify factors that can contribute to a person's hostility.
39.4.5 Utilize communication strategies to deal with each category of difficult people.
39.4.6 Discuss predictable factors that signal potential conflict.

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)

Unit 40: Areas of Law

(Industry-Driven Authentic Assessment, See Appendix)

BIL: **Essential**

EDU:	**12**	**AD**
	I	P

Competency 40.1: **Analyze the legal issues affecting business organizations.**

Descriptors:

40.1.1 Identify the various documents that must be filed to create a business.

40.1.2 Describe the different types of business organizations and their respective tax and liability issues.

40.1.3 Describe the basics of mergers, acquisitions and hostile takeovers.

40.1.4 Explain the various types of bankruptcy protection available under federal law.

40.1.5 Describe shareholders rights in claims of mismanagement.

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)
- *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)
- *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

- *Analyze the role of fiscal and regulatory policies in a mixed economy.* (Economics D, 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 40.2: **Explain issues relating to tort law.**

Descriptors:

40.2.1 Define tort law and cite a cause of action under state or federal law.

40.2.2 Discuss the possible causes of action involving tort law (e.g., personal injury, denial of privileges, violation of statute).

40.2.3 Cite rules regarding defenses to allegations of torts.

40.2.4 Apply the rules regarding special duties owed.

40.2.5 Explain contributory negligence and assumption of risk.

40.2.6 Discuss the extent of liability for various negligent acts.
40.2.7 Discuss the rules of product liability.
40.2.8 Discuss the intent of the "Discovery Phase" and pretrial motions.
40.2.9 Describe the causes of action in fraud, malicious prosecution, invasion of privacy and interference with commerce.

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

- *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 40.3: **Explain laws pertaining to contracts.**
Descriptors:
40.3.1 Describe the basic concepts and terminology associated with a viable contract.
40.3.2 Research various sources of contract law (e.g., common law, case law, statutes, uniform commercial code).
40.3.3 Define and differentiate between an offer and acceptance of an offer.
40.3.4 Explain third party rights and obligations.
40.3.5 Discuss contract enforceability for minors and protected classes.
40.3.6 Explain the rules for termination by actions or expressions.
40.3.7 Describe situations in which contracts can be voided.
40.3.8 Discuss the rules for contract remedies (e.g., expectation, reliance, restitution of damages).
40.3.9 Describe the defenses to the formation and enforcement of contracts.

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)
- *Compile, organize and evaluate information, take notes and summarize findings.* (Research 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: **Recommended**

EDU:	**12**	**AD**
	I	I

Competency 40.4: **Analyze probate and estate administration.**
Descriptors:
40.4.1 Identify and define probate and estate terminology.
40.4.2 Differentiate between wills and trusts.
40.4.3 Describe the basic rules that govern trust administration.
40.4.4 Discriminate between powers of attorney and conservatorship /guardianship proceedings.
40.4.5 Explain basic estate administration including estate taxation.
40.4.6 Draft basic probate forms.
40.4.7 Describe the statute of descent and distribution.
40.4.8 Explain procedures for filing and addressing claims against an estate.

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)
- *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

- *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 40.5: **Describe the legal issues pertaining to domestic relations.**
Descriptors:
40.5.1 Describe the general concepts that relate to domestic relations (e.g., prenuptial agreements, premarital issues and marriage requirement, separation, divorce and dissolution, adoption, paternity, name change).
40.5.2 Explain the domestic violence civil and criminal statutes and procedures.
40.5.3 Discuss jurisdiction and venue issues.
40.5.4 Describe the rules of custody of biological children, adoption and termination of parental rights.
40.5.5 Explain the regulations regarding division of marital property and child support.

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

- *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 40.6: **Describe the fundamentals of patent, trademark and copyright laws.**
Descriptors:

40.6.1 Discuss the difference between a patent, trademark and copyright.
40.6.2 Describe the basic requirements for protection of intellectual property rights.
40.6.3 Discuss the extent of the rights and protections to a patent, trademark and copyright.
40.6.4 Identify various types of infringement.
40.6.5 Describe the legal remedies available regarding infringement.

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: **Recommended**

EDU:	**12**	**AD**
	I	I

Competency 40.7: **Explain consumer and bankruptcy laws.**
Descriptors:

40.7.1 Describe the Consumer Sales Practices and the Fair Debt Collection Practices Acts.
40.7.2 Define secured transactions (e.g., requirements, exceptions, repossession, liens, disposal of collateral).
40.7.3 Describe applications of consumer law (e.g., compulsory disclosure, consumer claims and defenses, abusive collection practices).
40.7.4 Explain the historical context of bankruptcy and how it impacts individuals, economy, labor market and small to large corporations.
40.7.5 Describe and differentiate between the various types of bankruptcy protections available under federal law.
40.7.6 Explain the bankruptcy process, including the various timetables involved.
40.7.7 Describe the debtor – creditor relationship and apply the priority of creditors rule.

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

- *Use historical interpretations to explain current issues.* (History B, 11-12).
- *Analyze how scarcity of productive resources affects supply, demand, inflation and economic choices.* (Economics 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).
- *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	I

Competency 40.8: **Explain state real estate laws.**
Descriptors:

40.8.1 Interpret and utilize the terminology and forms used in real estate transactions.
40.8.2 Describe the nature of real versus personal property.
40.8.3 Explain the concepts of title, ownership, liens and financing statements.
40.8.4 Interpret the laws of buying and selling real estate, contracts, mortgages, foreclosures and other real estate functions.
40.8.5 Differentiate between the types of deeds and explain how to draft them.
40.8.6 Summarize the landlord/tenant relationship, various forms of tenancies and eviction proceedings.
40.8.7 Interpret metes and bounds legal descriptions, and land title recording.

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: **Recommended**

EDU:	**12**	**AD**
	I	I

Competency 40.9: **Explore the substantive and procedural aspects of administrative agencies.**
Descriptors:

40.9.1 Describe the process through which administrative agencies are created.
40.9.2 Examine public management and administrative functions.
40.9.3 Identify and discuss the role of the primary administrative agencies (e.g., Wage and Hour Divisions, Departments of Taxation, Health, Education).
40.9.4 Describe the role of policy development in relation to legislation.
40.9.5 Explain the investigative and enforcement authority of the regulatory agencies.
40.9.6 Describe agency discretion and client rights (e.g., due process, hearings, judicial review).
40.9.7 Interpret laws specific to an agency and discuss agency procedures to examine evidence and accomplish compliance.
40.9.8 Differentiate between agency rules and enabling statutes.

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

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

Appendix A

Industry-Driven Authentic Assessment Based on SkillsUSA

Appendix
Industry-Driven Authentic Assessment
Based on SkillsUSA

Industry-driven, authentic assessments based on the career-technical student organization, SkillsUSA, are linked to various competencies. This demonstrates the co-curricular nature of the career-technical student organization and provides an opportunity for authentic assessment of a student's knowledge and skills at the local, regional, state and national levels. Complete information on the assessments, including scoring rubrics, can be obtained at www.ohioskillsusa.org.

Unit 2: Business Processes

Customer Service – Evaluates an individual's ability to apply concepts of communication, professionalism, ethics and the business process to the field of customer service.

American Spirit – Evaluates a local chapter's ability to work as a team in activities such as community service or citizenship projects.

Chapter Business Procedure – Evaluates a local chapter's ability to work as a team to conduct a meeting using correct parliamentary procedure.

Chapter Display – Evaluates a local chapter's ability to work as a team to construct a promotional display.

Community Service – Evaluates a local chapter's ability to give leadership to a community service project and to work as a team to realize positive outcomes.

Unit 3: Communications

Prepared Speech – Evaluates an individual's ability to apply concepts of English/Language Arts to prepare and present, clearly and effectively a series of thoughts relating to a central theme.

Extemporaneous Speaking – Evaluates an individual's ability to apply concepts of English/Language Arts and communication to give a speech on an assigned topic with a minimum of advance notice.

Job Interview – Evaluates an individual's ability to apply concepts of English/Language Arts in written, verbal and non-verbal form in employment procedures as applied to an employment opportunity.

Unit 5: Safety and Environment

Occupational Health and Safety – Evaluates a team's promotion of good health and safety habits in the workplace.

First Aid/CPR – Evaluate an individual's ability to react positively in a simulated situation demanding first aid intervention and to recognize excellence and professionalism in administering first aid and Cardiopulmonary Resuscitation (CPR).

Units 8-17: Criminal Justice Pathway

Job Skills Demonstration – Evaluates an individual's ability to apply and verbalize concepts of mathematics, science, and technology to demonstrate and explain an entry level skill used in the occupation area for which he of she is training.

Criminal Justice– Evaluates an individual's ability to apply mathematics, science, and technology to discuss, demonstrate, investigate, operate, communicate and evaluate law enforcement or public security skills. Skills include, but are not limited to patrol procedures, traffic control, crime scene investigations, crisis intervention techniques, communication skills, first responder techniques, handling of physical evidence, and fingerprinting.

Units 12-14: Investigation, Traffic, and Private Security

Crime Scene Investigation- Evaluate a team of contestant's ability to apply mathematics, science and technology to conduct a crime scene investigation. Skills include, but not limited to knowledge and use of constitutional law, communication skills, interpersonal skills, teamwork, fingerprints, photography, search and seizure and collection of physical evidence

Unit 18-24: Forensic Science Pathway

Job Skills Demonstration – Evaluates an individual's ability to apply and verbalize concepts of mathematics, science, and technology to demonstrate and explain an entry level skill used in the occupation area for which he of she is training.

Crime Scene Investigation- Evaluate a team of contestant's ability to apply mathematics, science and technology to conduct a crime scene investigation. Skills include, but not limited to knowledge and use of constitutional law, communication skills, interpersonal skills, teamwork, fingerprints, photography, search and seizure and collection of physical evidence.

Unit 25-27: Fire Science Pathway

Job Skills Demonstration – Evaluates an individual's ability to apply and verbalize concepts of mathematics, science, and technology to demonstrate and explain an entry level skill used in the occupation area for which he of she is training

Firefighting- Evaluate an individual's ability to apply concepts of science and technology to perform skills of firefighting. Skills include, but not limited to safety, breathing apparatus, fire streams, ladders, ropes, knots and hoses, fire control, ventilation, emergency medical care and rescue, and protecting fire cause evidence. Contestants are evaluated using standards established by the National Fire Protection Association (NFPA).

Unit 28-36: Emergency Medical Technician-Paramedic Pathway

Job Skills Demonstration – Evaluates an individual's ability to apply and verbalize concepts of mathematics, science, and technology to demonstrate and explain an entry level skill used in the occupation area for which he of she is training.

First Aid/CPR – Evaluate n individual's ability to react positively in a simulated situations demanding first aid intervention and to recognize excellence and professionalism in administering first aid and Cardiopulmonary Resuscitation (CPR).

Unit 37-40: Legal Careers Pathway

Job Skills Demonstration – Evaluates an individual's ability to apply and verbalize concepts of mathematics, science, and technology to demonstrate and explain an entry level skill used in the occupation area for which he of she is training.

Job Interview – Evaluates an individual's ability to apply concepts of English/Language Arts in written, verbal and non-verbal form in employment procedures as applied to an employment opportunity.

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