

Criminal Justice/Police Science, Classification of Instructional Program (CIP) 43.0107

Units of Instruction and Task Grid Linked to Pennsylvania Core Standards

100 CRIME SCENE MANAGEMENT

Secondary Competency Task Grid with Unit and Task Numbers	Common Career Technical Core Standards	Pennsylvania Core Standards for Reading for Technical Subjects Standard 3.5	Pennsylvania Core Standards for Writing for Technical Subjects Standard 3.6	Pennsylvania Core Standards for Mathematics Standard 2.1
<p>101 Collect hair, blood and other items for evidence.</p> <p>102 Collect, preserve and catalog physical evidence while maintaining a chain of custody.</p> <p>103 Secure a crime scene and collect physical evidence.</p> <p>104 Lift fingerprints.</p> <p>105 Make a casting of an impression.</p> <p>106 Describe how to use a computer and software to make a composite sketch of a suspect.</p> <p>107 Understand what DNA is and how it is applied to the crime scene.</p> <p>108 Demonstrate processing evidence with different materials, luminal, ninhydrin, powder, cyanacrylate, etc.</p> <p>109 Describe how to measure and sketch a crime scene.</p> <p>110 Explain Locard's principle of transference of trace materials at a crime scene.</p>	<p>Refer to the end of this document for an explanation of the following standards and sample indicators:</p> <p>CC TECH CORE STANDARDS:</p> <p>STANDARDS FOR CLUSTER: LAW, PUBLIC SAFETY, CORRECTIONS AND SECURITY LW1</p> <p>CORRECTIONS PATHWAY STANDARDS LW-COR 04 LW-COR07</p> <p>LAW ENFORCEMENT PATHWAY STANDARDS LW-ENF 01 LW-ENF 10 LW-ENF 12</p> <p>LEGAL SERVICES PATHWAY STANDARDS LW-LEG 1 LW-LEG 5 LW-LEG 6</p> <p>SECURITY AND PROTECTIVE SERVICES PATHWAY STANDARDS</p>	<p style="text-align: center;">KEY IDEAS/DETAILS</p> <p>GRADES 9-10 Standard PCS.3.5.9-10.A Standard PCS.3.5.9-10.B Standard PCS.3.5.9-10.C</p> <p>GRADES 11-12 Standard PCS.3.5.11-12A Standard PCS.3.5.11-12.B Standard PCS.3.5.11-12.C</p> <p style="text-align: center;">CRAFT & STRUCTURE</p> <p>GRADES 9-10 Standard PCS.3.5.9-10.D Standard PCS.3.5.9-10.E Standard PCS.3.5.9-10.F</p> <p>GRADES 11-12 Standard PCS.3.5.11-12.D Standard PCS.3.5.11-12.E Standard PCS.3.5.11-12.F</p> <p style="text-align: center;">INTEGRATE KNOWLEDGE/ IDEAS</p> <p>GRADES 9-10 Standard PCS.3.5.9-10.G Standard PCS.3.5.9-10.H Standard PCS.3.5.9-10.I</p> <p>GRADES 9-12</p>	<p style="text-align: center;">TEXT TYPES/ PURPOSE</p> <p>GRADES 9-10 Standard PCS.3.6.9-10.A Standard PCS.3.6.9-10.B</p> <p>GRADES 11-12 Standard PCS.3.6.11-12.A Standard PCS.3.6.11-12.B</p> <p style="text-align: center;">PRODUCTION AND DISTRIBUTION OF WRITING</p> <p>GRADES 9-10 Standard PCS.3.6.9-10.C Standard PCS.3.6.9-10 D Standard PCS.3.6.9-10.E</p> <p>GRADES 11-12 Standard PCS.3.6.11-12 C Standard.PCS.3.6.11-12.D Standard PCS.3.6.11- 12 E</p> <p style="text-align: center;">RANGE OF WRITING</p> <p>GRADES 9-10 Standard PCS.3.5.9-10.I</p> <p>GRADES 11-12 Standard CC.3.5.11-12.I</p>	<p style="text-align: center;">NUMBERS AND OPERATIONS</p> <p>Standard PCS.2.1.HS.F.1 Standard PCS.2.1.HS.F.2 Standard PCS.2.1.HS.F.3 Standard PCS.2.1.HS.F.4 Standard PCS.2.1.HS.F.5 Standard PCS.2.1.HS.F.6 Standard PCS.2.1.HS.F.7</p>

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	LW-SEC 01	Standard PCS.3.5.11-12.G Standard PCS.3.5.11-12.H Standard PCS.3.5.11-12.I RANGE OF READING/LEVEL OF COMPLEX TEXTS GRADES 9-10 Standard PCS.3.5.9-10.J GRADES 11-12 Standard PCS.3.5.11-12.J		

200 USE OF FORCE

Secondary Competency Task Grid with Unit and Task Numbers	Common Career Technical Core Standards	Pennsylvania Core Standards for Reading for Technical Subjects Standard 3.5	Pennsylvania Core Standards for Writing for Technical Subjects Standard 3.6	Pennsylvania Core Standards for Mathematics Standard 2.1
<p>201 Define the progression of the use of force in a continuum.</p> <p>202 Demonstrate proper procedures for handcuffing.</p> <p>203 Demonstrate proper procedures for nonlethal weapons.</p> <p>204 Demonstrate proper procedures for less lethal weapons.</p> <p>205 Demonstrate proper procedures for lethal weapons.</p>	<p>Refer to the end of this document for an explanation of the following standards and sample indicators:</p> <p>CC TECH CORE STANDARDS:</p> <p>STANDARDS FOR CLUSTER: LAW, PUBLIC SAFETY, CORRECTIONS AND SECURITY LW 1 LW4</p> <p>CORRECTIONS PATHWAY STANDARDS LW-COR 08 LW-COE 10</p> <p>LAW ENFORCEMENT PATHWAY STANDARDS LW-ENF 01 LW-ENF 03 LW-ENF 06 LW-ENF 10</p> <p>LEGAL SERVICES PATHWAY STANDARDS LW-LEG 1 LW-LEG 2 LW-LEG 3</p> <p>SECURITY AND PROTECTIVE SERVICES PATHWAY STANDARDS LW-SEC 01 LW-SEC 02 LW-SEC 03</p>	<p>KEY IDEAS/DETAILS</p> <p>GRADES 9-10 Standard PCS.3.5.9-10.A Standard PCS.3.5.9-10.B Standard PCS.3.5.9-10.C</p> <p>GRADES 11-12 Standard PCS.3.5.11-12.A Standard PCS.3.5.11-12.B Standard PCS.3.5.11-12.C</p> <p>CRAFT & STRUCTURE</p> <p>GRADES 9-10 Standard PCS.3.5.9-10.D Standard PCS.3.5.9-10.E Standard PCS.3.5.9-10.F</p> <p>GRADES 11-12 Standard PCS.3.5.11-12.D Standard PCS.3.5.11-12.E Standard PCS.3.5.11-12.F</p> <p>INTEGRATE KNOWLEDGE/ IDEAS</p> <p>GRADES 9-10 Standard PCS.3.5.9-10.G Standard PCS.3.5.9-10.H Standard PCS.3.5.9-10.I</p> <p>GRADES 9-12 Standard PCS.3.5.11-12.G Standard PCS.3.5.11-12.H Standard PCS.3.5.11-12.I</p> <p>RANGE OF READING/LEVEL OF COMPLEX TEXTS</p> <p>GRADES 9-10 Standard PCS.3.5.9-10.J</p> <p>GRADES 11-12 Standard PCS.3.5.11-12.J</p>	<p>TEXT TYPES/ PURPOSE</p> <p>GRADES 9-10 Standard PCS.3.6.9-10.A Standard PCS.3.6.9-10.B</p> <p>GRADES 11-12 Standard PCS.3.6.11-12.A Standard PCS.3.6.11-12.B</p> <p>PRODUCTION AND DISTRIBUTION OF WRITING</p> <p>GRADES 9-10 Standard PCS.3.6.9-10.C Standard PCS.3.6.9-10 D Standard PCS.3.6.9-10.E</p> <p>GRADES 11-12 Standard PCS.3.6.11-12 C Standard.PCS.3.6.11-12.D Standard PCS.3.6.11- 12 E</p> <p>RANGE OF WRITING</p> <p>GRADES 9-10 Standard PCS.3.5.9-10.I</p> <p>GRADES 11-12 Standard CC.3.5.11-12.I</p>	

300 CRIMINAL LAW AND PROCEDURES

Secondary Competency Task Grid with Unit and Task Numbers	Common Career Technical Core Standards	Pennsylvania Core Standards for Reading for Technical Subjects Standard 3.5	Pennsylvania Core Standards for Writing for Technical Subjects Standard 3.6	Pennsylvania Core Standards for Mathematics Standard 2.1
<p>301 Relate the history of drug abuse and antidrug legislation in America.</p> <p>302 Identify different types of drugs and their classifications.</p> <p>303 Identify high-tech crime including; cyber stalking, identity theft, hacking, cyber bullying, child pornography.</p> <p>304 Explain Criminal Law (reasonable suspicion, probable cause, investigatory detention, search incident to arrest).</p> <p>305 Describe the authority, jurisdiction, structure and purpose of the PA Crimes Code and PA Vehicle Code.</p> <p>306 Explain the Bill of Rights and what it guarantees.</p> <p>307 Define crimes against persons and property.</p>	<p>Refer to the end of this document for an explanation of the following standards and sample indicators:</p> <p>CC TECH CORE STANDARDS:</p> <p>STANDARDS FOR CLUSTER: LAW, PUBLIC SAFETY, CORRECTIONS AND SECURITY LW 1</p> <p>CORRECTIONS PATHWAY STANDARDS LW-COR 07</p> <p>LAW ENFORCEMENT PATHWAY STANDARDS LW-ENF 01 LW-ENF 10</p> <p>LEGAL SERVICES PATHWAY STANDARDS LW-LEG 1 LW-LEG 3 LW-LEG 4 LW-LEG 6</p> <p>SECURITY AND PROTECTIVE SERVICES PATHWAY STANDARDS LW-SEC 01 LW-SEC 03</p>	<p>KEY IDEAS/DETAILS</p> <p>GRADES 9-10 Standard PCS.3.5.9-10.A Standard PCS.3.5.9-10.B Standard PCS.3.5.9-10.C</p> <p>GRADES 11-12 Standard PCS.3.5.11-12A Standard PCS.3.5.11-12.B Standard PCS.3.5.11-12.C</p> <p>CRAFT & STRUCTURE</p> <p>GRADES 9-10 Standard PCS.3.5.9-10.D Standard PCS.3.5.9-10.E Standard PCS.3.5.9-10.F</p> <p>GRADES 11-12 Standard PCS.3.5.11-12.D Standard PCS.3.5.11-12.E Standard PCS.3.5.11-12.F</p> <p>INTEGRATE KNOWLEDGE/ IDEAS</p> <p>GRADES 9-10 Standard PCS.3.5.9-10.G Standard PCS.3.5.9-10.H Standard PCS.3.5.9-10.I</p> <p>GRADES 9-12 Standard PCS.3.5.11-12.G Standard PCS.3.5.11-12.H Standard PCS.3.5.11-12.I</p> <p>RANGE OF READING/LEVEL OF COMPLEX TEXTS</p> <p>GRADES 9-10 Standard PCS.3.5.9-10.J</p> <p>GRADES 11-12 Standard PCS.3.5.11-12.J</p>	<p>TEXT TYPES/ PURPOSE</p> <p>GRADES 9-10 Standard PCS.3.6.9-10.A Standard PCS.3.6.9-10.B</p> <p>GRADES 11-12 Standard PCS.3.6.11-12.A Standard PCS.3.6.11-12.B</p> <p>PRODUCTION AND DISTRIBUTION OF WRITING</p> <p>GRADES 9-10 Standard PCS.3.6.9-10.C Standard PCS.3.6.9-10 D Standard PCS.3.6.9-10.E</p> <p>GRADES 11-12 Standard PCS.3.6.11-12 C Standard.PCS.3.6.11-12.D Standard PCS.3.6.11- 12 E</p> <p>RESEARCH</p> <p>GRADES 9-10 Standard PCS.3.6.9-10.F Standard PCS.3.6.9-10.G Standard PCS.3.6.9-10.H</p> <p>GRADES 11-12 Standard PCS.3.6.11-12.F Standard PCS.3.6.11-12.G Standard PCS.3.6.11-12.H</p> <p>RANGE OF WRITING</p> <p>GRADES 9-10 Standard PCS.3.5.9-10.I</p> <p>GRADES 11-12 Standard CC.3.5.11-12.I</p>	

400 HEALTH ISSUES

Secondary Competency Task Grid with Unit and Task Numbers	Common Career Technical Core Standards	Pennsylvania Core Standards for Reading for Technical Subjects Standard 3.5	Pennsylvania Core Standards for Writing for Technical Subjects Standard 3.6	Pennsylvania Core Standards for Mathematics Standard 2.1
<p>401 Follow classroom and laboratory safety rules for the program.</p> <p>402 Recognize and identify Hazardous Materials and Safety Data Sheets (SDS).</p> <p>403 Demonstrate the proper steps for patient assessment.</p> <p>404 Demonstrate emergency/non-emergency moves.</p> <p>405 Perform cardio-pulmonary resuscitation (CPR) on an infant, a child and an adult.</p> <p>406 Demonstrate the steps for a choking victim.</p> <p>407 List signs and symptoms of shock, and its treatment.</p> <p>408 Apply direct pressure as a method of emergency medical care of external bleeding.</p> <p>409 Describe the use of tourniquets for emergency medical care of external bleeding.</p> <p>410 Apply a splint.</p> <p>411 Demonstrate the use of the chin lift to open the airway of a victim with suspected spinal cord injury.</p> <p>412 Describe the indicators of suspected child abuse or neglect.</p> <p>413 Describe the special circumstances for the operating of an emergency vehicle.</p> <p>414 Describe the criteria to cite that makes an incident a multiple casualty situation.</p> <p>415 Describe what is meant by a mass casualty incident plan.</p> <p>416 Perform health and wellness activities that should be followed by police officers.</p> <p>417 Describe physical and mental stress and how it occurs.</p> <p>418 List and explain ways to reduce physical and mental stress.</p> <p>419 Define implementation of personal protective equipment (PPE) when dealing with exposure to body fluids.</p> <p>420 Describe and practice the physical fitness standards in accordance to</p>	<p>Refer to the end of this document for an explanation of the following standards and sample indicators:</p> <p>CC TECH CORE STANDARDS:</p> <p>STANDARDS FOR CLUSTER: LAW, PUBLIC SAFETY, CORRECTIONS AND SECURITY LW 1 LW 2 LW 3</p> <p>CORRECTIONS PATHWAY STANDARDS LW-COR 03 LW-COR 07</p> <p>LAW ENFORCEMENT PATHWAY STANDARDS LW-ENF 01 LW-ENF 11</p> <p>LEGAL SERVICES PATHWAY STANDARDS LW-LEG 1 LW-LEG 6</p> <p>SECURITY AND PROTECTIVE SERVICES PATHWAY STANDARDS LW-SEC 01 LW-SEC 04 LW-SEC 15</p>	<p>KEY IDEAS/DETAILS</p> <p>GRADES 9-10 Standard PCS.3.5.9-10.A Standard PCS.3.5.9-10.B Standard PCS.3.5.9-10.C</p> <p>GRADES 11-12 Standard PCS.3.5.11-12.A Standard PCS.3.5.11-12.B Standard PCS.3.5.11-12.C</p> <p>CRAFT & STRUCTURE</p> <p>GRADES 9-10 Standard PCS.3.5.9-10.D Standard PCS.3.5.9-10.E Standard PCS.3.5.9-10.F</p> <p>GRADES 11-12 Standard PCS.3.5.11-12.D Standard PCS.3.5.11-12.E Standard PCS.3.5.11-12.F</p> <p>INTEGRATE KNOWLEDGE/ IDEAS</p> <p>GRADES 9-10 Standard PCS.3.5.9-10.G Standard PCS.3.5.9-10.H Standard PCS.3.5.9-10.I</p> <p>GRADES 9-12 Standard PCS.3.5.11-12.G Standard PCS.3.5.11-12.H Standard PCS.3.5.11-12.I</p> <p>RANGE OF READING/LEVEL OF COMPLEX TEXTS</p> <p>GRADES 9-10 Standard PCS.3.5.9-10.J</p> <p>GRADES 11-12 Standard PCS.3.5.11-12.J</p>	<p>TEXT TYPES/ PURPOSE</p> <p>GRADES 9-10 Standard PCS.3.6.9-10.A Standard PCS.3.6.9-10.B</p> <p>GRADES 11-12 Standard PCS.3.6.11-12.A Standard PCS.3.6.11-12.B</p> <p>PRODUCTION AND DISTRIBUTION OF WRITING</p> <p>GRADES 9-10 Standard PCS.3.6.9-10.C Standard PCS.3.6.9-10.D Standard PCS.3.6.9-10.E</p> <p>GRADES 11-12 Standard PCS.3.6.11-12.C Standard.PCS.3.6.11-12.D Standard PCS.3.6.11-12.E</p> <p>RANGE OF WRITING</p> <p>GRADES 9-10 Standard PCS.3.5.9-10.I</p> <p>GRADES 11-12 Standard CC.3.5.11-12.I</p>	<p>NUMBERS AND OPERATIONS Standard PCS.2.1.HS.F.1 Standard PCS.2.1.HS.F.2 Standard PCS.2.1.HS.F.3 Standard PCS.2.1.HS.F.4 Standard PCS.2.1.HS.F.5 Standard PCS.2.1.HS.F.6 Standard PCS.2.1.HS.F.7</p>

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<p>421 MPOETC standards. Define OSHA.</p> <p>422 Describe communicable disease.</p>				

500 POLICE CONCEPTS AND SKILLS

Secondary Competency Task Grid with Unit and Task Numbers	Common Career Technical Core Standards	Pennsylvania Core Standards for Reading for Technical Subjects Standard 3.5	Pennsylvania Core Standards for Writing for Technical Subjects Standard 3.6	Pennsylvania Core Standards for Mathematics Standard 2.1
<p>501 Explain the historical development of American Law Enforcement.</p> <p>502 Describe the hierarchy of police administration.</p> <p>503 Explain corruption and integrity in law enforcement.</p> <p>504 Describe what is meant by Code Of Ethics in law enforcement.</p> <p>505 Define the legal aspects of policing and the potential for abuse of police power.</p> <p>506 Explain the procedure for the search of a motor vehicle.</p> <p>507 Explain the use of intelligence gathering in police work.</p> <p>508 Describe procedures that police officers use to interrogate suspects.</p> <p>509 Explain the process for using Miranda rights.</p> <p>510 Describe how informants/confidential informants assist police.</p> <p>511 Explain the link between drugs and criminal activity.</p> <p>512 Explain the role of modern technology in law enforcement.</p> <p>513 Write a criminal complaint.</p> <p>514 Prepare a search warrant.</p> <p>515 Demonstrate the ability to identify the characteristics of a fingerprint.</p> <p>516 Demonstrate the ability to take a set of fingerprints.</p> <p>517 Use Pennsylvania vehicle codes to determine appropriate traffic infractions.</p> <p>518 Simulate how to stop and arrest a driver who is suspected of driving under the influence of alcohol and/or a controlled substance.</p> <p>519 Demonstrate Standard Field Sobriety Tests (SFST).</p> <p>520 Demonstrate proper techniques for vehicle stops.</p> <p>521 Prepare to issue a traffic warning and a traffic citation.</p> <p>522 Complete a simulated crash report.</p> <p>523 Demonstrate proper techniques for traffic control.</p> <p>524 Demonstrate effective techniques for</p>	<p>Refer to the end of this document for an explanation of the following standards and sample indicators:</p> <p>CC TECH CORE STANDARDS:</p> <p>STANDARDS FOR CLUSTER: LAW, PUBLIC SAFETY, CORRECTIONS AND SECURITY</p> <p>LW 1 LW 4 LW 5 LW 6</p> <p>CORRECTIONS PATHWAY STANDARDS LW-COR 01 LW-COR 06 LG- COR 07 LW-COR 11 LW-COR 12</p> <p>LAW ENFORCEMENT PATHWAY STANDARDS LW-ENF 01 LW-ENF 02 LW-ENF 03 LW-ENF 06 LW-ENF 09 LW-ENF 10</p> <p>LEGAL SERVICES PATHWAY STANDARDS LW-LEG 1 LW-LEG 6</p> <p>SECURITY AND PROTECTIVE SERVICES PATHWAY STANDARDS LW-SEC 01</p>	<p>KEY IDEAS/DETAILS</p> <p>GRADES 9-10 Standard PCS.3.5.9-10.A Standard PCS.3.5.9-10.B Standard PCS.3.5.9-10.C</p> <p>GRADES 11-12 Standard PCS.3.5.11-12A Standard PCS.3.5.11-12.B Standard PCS.3.5.11-12.C</p> <p>CRAFT & STRUCTURE</p> <p>GRADES 9-10 Standard PCS.3.5.9-10.D Standard PCS.3.5.9-10.E Standard PCS.3.5.9-10.F</p> <p>GRADES 11-12 Standard PCS.3.5.11-12.D Standard PCS.3.5.11-12.E Standard PCS.3.5.11-12.F</p> <p>INTEGRATE KNOWLEDGE/ IDEAS</p> <p>GRADES 9-10 Standard PCS.3.5.9-10.G Standard PCS.3.5.9-10.H Standard PCS.3.5.9-10.I</p> <p>GRADES 9-12 Standard PCS.3.5.11-12.G Standard PCS.3.5.11-12.H Standard PCS.3.5.11-12.I</p> <p>RANGE OF READING/LEVEL OF COMPLEX TEXTS</p> <p>GRADES 9-10 Standard PCS.3.5.9-10.J</p> <p>GRADES 11-12 Standard PCS.3.5.11-12.J</p>	<p>TEXT TYPES/ PURPOSE</p> <p>GRADES 9-10 Standard PCS.3.6.9-10.A Standard PCS.3.6.9-10.B</p> <p>GRADES 11-12 Standard PCS.3.6.11-12.A Standard PCS.3.6.11-12.B</p> <p>PRODUCTION AND DISTRIBUTION OF WRITING</p> <p>GRADES 9-10 Standard PCS.3.6.9-10.C Standard PCS.3.6.9-10 D Standard PCS.3.6.9-10.E</p> <p>GRADES 11-12 Standard PCS.3.6.11-12 C Standard.PCS.3.6.11-12.D Standard PCS.3.6.11- 12 E</p> <p>RESEARCH</p> <p>GRADES 9-10 Standard PCS.3.6.9-10.F Standard PCS.3.6.9-10.G Standard PCS.3.6.9-10.H</p> <p>GRADES 11-12 Standard PCS.3.6.11-12.F Standard PCS.3.6.11-12.G Standard PCS.3.6.11-12.H</p> <p>RANGE OF WRITING</p> <p>GRADES 9-10 Standard PCS.3.5.9-10.I</p> <p>GRADES 11-12 Standard CC.3.5.11-12.I</p>	<p>NUMBERS AND OPERATIONS Standard PCS.2.1.HS.F.1 Standard PCS.2.1.HS.F.2 Standard PCS.2.1.HS.F.3 Standard PCS.2.1.HS.F.4 Standard PCS.2.1.HS.F.5 Standard PCS.2.1.HS.F.6 Standard PCS.2.1.HS.F.7</p>

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<p>525 handling domestic disputes. Define community policing and crime prevention.</p> <p>526 Perform basic moves of unarmed self-defense.</p> <p>527 Perform basic moves of tactical self-defense.</p> <p>528 Demonstrate issuing a non-traffic summary offense.</p> <p>529 Demonstrate how to properly search/pat down a suspect.</p> <p>530 Demonstrate the booking process of a defendant.</p> <p>531 Describe opportunities for postsecondary education and employment in criminal justice and police science.</p> <p>532 Demonstrate how to search an area for evidence.</p>				

600 CORRECTIONS CONCEPTS AND SKILLS

Secondary Competency Task Grid with Unit and Task Numbers	Common Career Technical Core Standards	Pennsylvania Core Standards for Reading for Technical Subjects Standard 3.5	Pennsylvania Core Standards for Writing for Technical Subjects Standard 3.6	Pennsylvania Core Standards for Mathematics Standard 2.1
<p>601 Explain corruption and integrity in corrections.</p> <p>602 Explain probation and the conditions for probation.</p> <p>603 Explain parole and the conditions for parole.</p> <p>604 Describe home confinement and electronic monitoring.</p> <p>605 Describe the history of corrections.</p> <p>606 Describe security levels and classifications in prisons.</p> <p>607 Explain how jails are similar to and different from prisons.</p> <p>608 Describe prison life for male and female inmates.</p> <p>609 Describe disciplinary procedures in jails and prisons.</p> <p>610 Explain what causes prison riots and define the stages in riots and riot control.</p> <p>611 Describe the role of private corrections today.</p> <p>612 Prepare prisoners for transport.</p> <p>613 Describe the Gagon process for probation and parole.</p>	<p>Refer to the end of this document for an explanation of the following standards and sample indicators:</p> <p>CC TECH CORE STANDARDS:</p> <p>STANDARDS FOR CLUSTER: LAW, PUBLIC SAFETY, CORRECTIONS AND SECURITY LW 1 LW 6</p> <p>CORRECTIONS PATHWAY STANDARDS LW-COR 01 LW- COR 07</p> <p>LAW ENFORCEMENT PATHWAY STANDARDS LW-ENF 01 LW-ENF 03 LW-ENF 10</p> <p>LEGAL SERVICES PATHWAY STANDARDS LW-LEG 1 LW-LEG 6</p> <p>SECURITY AND PROTECTIVE SERVICES PATHWAY STANDARDS LW-SEC 01 LW-SEC 02</p>	<p>KEY IDEAS/DETAILS</p> <p>GRADES 9-10 Standard PCS.3.5.9-10.A Standard PCS.3.5.9-10.B Standard PCS.3.5.9-10.C</p> <p>GRADES 11-12 Standard PCS.3.5.11-12A Standard PCS.3.5.11-12.B Standard PCS.3.5.11-12.C</p> <p>CRAFT & STRUCTURE</p> <p>GRADES 9-10 Standard PCS.3.5.9-10.D Standard PCS.3.5.9-10.E Standard PCS.3.5.9-10.F</p> <p>GRADES 11-12 Standard PCS.3.5.11-12.D Standard PCS.3.5.11-12.E Standard PCS.3.5.11-12.F</p> <p>INTEGRATE KNOWLEDGE/ IDEAS</p> <p>GRADES 9-10 Standard PCS.3.5.9-10.G Standard PCS.3.5.9-10.H Standard PCS.3.5.9-10.I</p> <p>GRADES 9-12 Standard PCS.3.5.11-12.G Standard PCS.3.5.11-12.H Standard PCS.3.5.11-12.I</p> <p>RANGE OF READING/LEVEL OF COMPLEX TEXTS</p> <p>GRADES 9-10 Standard PCS.3.5.9-10.J</p> <p>GRADES 11-12 Standard PCS.3.5.11-12.J</p>	<p>TEXT TYPES/ PURPOSE</p> <p>GRADES 9-10 Standard PCS.3.6.9-10.A Standard PCS.3.6.9-10.B</p> <p>GRADES 11-12 Standard PCS.3.6.11-12.A Standard PCS.3.6.11-12.B</p> <p>PRODUCTION AND DISTRIBUTION OF WRITING</p> <p>GRADES 9-10 Standard PCS.3.6.9-10.C Standard PCS.3.6.9-10 D Standard PCS.3.6.9-10.E</p> <p>GRADES 11-12 Standard PCS.3.6.11-12 C Standard.PCS.3.6.11-12.D Standard PCS.3.6.11- 12 E</p> <p>RESEARCH</p> <p>GRADES 9-10 Standard PCS.3.6.9-10.F Standard PCS.3.6.9-10.G Standard PCS.3.6.9-10.H</p> <p>GRADES 11-12 Standard PCS.3.6.11-12.F Standard PCS.3.6.11-12.G Standard PCS.3.6.11-12.H</p> <p>RANGE OF WRITING</p> <p>GRADES 9-10 Standard PCS.3.5.9-10.I</p> <p>GRADES 11-12 Standard CC.3.5.11-12.I</p>	

700 COURT SYSTEMS

Secondary Competency Task Grid with Unit and Task Numbers	Common Career Technical Core Standards	Pennsylvania Core Standards for Reading for Technical Subjects Standard 3.5	Pennsylvania Core Standards for Writing for Technical Subjects Standard 3.6	Pennsylvania Core Standards for Mathematics Standard 2.1
<p>701 Explain the individual rights of citizens and due process requirements.</p> <p>702 Explain search and seizure, and the Exclusionary Rule.</p> <p>703 Explain Miranda vs. Arizona.</p> <p>704 Describe pre-trial activities.</p> <p>705 Describe sentencing procedures.</p> <p>706 Explain civil law.</p> <p>707 Explain administrative law.</p> <p>708 Explain all applicable case law including, Terry v. Ohio, Tennessee v. Gardner, McNaghten Rule, Miranda v. Arizona, Mapp v. Ohio.</p> <p>709 Explain procedural law.</p> <p>710 Demonstrate knowledge of categories of crime (i.e. murders, felonies, misdemeanors and summaries).</p> <p>711 Explain various types of legal defenses to a criminal charge, including alibi, justifications for criminal charges, excuses, procedural defenses and innovative defenses.</p> <p>712 Describe the roles and responsibilities of the court room personnel.</p> <p>713 Explain grand jury proceedings and indictments.</p> <p>714 Describe what takes place during a preliminary hearing.</p> <p>715 Describe what takes place during an arraignment and plea.</p> <p>716 Describe the steps of a criminal trial process.</p> <p>717 Describe the steps of a civil trial process.</p> <p>718 Relate a brief history of the juvenile justice system in America.</p> <p>719 Describe categories of children in today's juvenile justice system.</p> <p>720 Explain the difference between the juvenile justice system and the adult system of justice.</p>	<p>Refer to the end of this document for an explanation of the following standards and sample indicators:</p> <p>CC TECH CORE STANDARDS:</p> <p>STANDARDS FOR CLUSTER: LAW, PUBLIC SAFETY, CORRECTIONS AND SECURITY LW 1 LW 4</p> <p>CORRECTIONS PATHWAY STANDARDS LW- COR 7 LW- COR 11</p> <p>LAW ENFORCEMENT PATHWAY STANDARDS LW-ENF 01 LW-ENF 06</p> <p>LEGAL SERVICES PATHWAY STANDARDS LW-LEG 1 LW-LEG 6 LW-LEG 7 LW-LEG 9</p> <p>SECURITY AND PROTECTIVE SERVICES PATHWAY STANDARDS LW-SEC 01 LW-SEC 07</p>	<p>KEY IDEAS/DETAILS</p> <p>GRADES 9-10 Standard PCS.3.5.9-10.A Standard PCS.3.5.9-10.B Standard PCS.3.5.9-10.C</p> <p>GRADES 11-12 Standard PCS.3.5.11-12A Standard PCS.3.5.11-12.B Standard PCS.3.5.11-12.C</p> <p>CRAFT & STRUCTURE</p> <p>GRADES 9-10 Standard PCS.3.5.9-10.D Standard PCS.3.5.9-10.E Standard PCS.3.5.9-10.F</p> <p>GRADES 11-12 Standard PCS.3.5.11-12.D Standard PCS.3.5.11-12.E Standard PCS.3.5.11-12.F</p> <p>INTEGRATE KNOWLEDGE/ IDEAS</p> <p>GRADES 9-10 Standard PCS.3.5.9-10.G Standard PCS.3.5.9-10.H Standard PCS.3.5.9-10.I</p> <p>GRADES 9-12 Standard PCS.3.5.11-12.G Standard PCS.3.5.11-12.H Standard PCS.3.5.11-12.I</p> <p>RANGE OF READING/LEVEL OF COMPLEX TEXTS</p> <p>GRADES 9-10 Standard PCS.3.5.9-10.J</p> <p>GRADES 11-12 Standard PCS.3.5.11-12.J</p>	<p>TEXT TYPES/ PURPOSE</p> <p>GRADES 9-10 Standard PCS.3.6.9-10.A Standard PCS.3.6.9-10.B</p> <p>GRADES 11-12 Standard PCS.3.6.11-12.A Standard PCS.3.6.11-12.B</p> <p>PRODUCTION AND DISTRIBUTION OF WRITING</p> <p>GRADES 9-10 Standard PCS.3.6.9-10.C Standard PCS.3.6.9-10 D Standard PCS.3.6.9-10.E</p> <p>GRADES 11-12 Standard PCS.3.6.11-12 C Standard.PCS.3.6.11-12.D Standard PCS.3.6.11- 12 E</p> <p>RESEARCH</p> <p>GRADES 9-10 Standard PCS.3.6.9-10.F Standard PCS.3.6.9-10.G Standard PCS.3.6.9-10.H</p> <p>GRADES 11-12 Standard PCS.3.6.11-12.F Standard PCS.3.6.11-12.G Standard PCS.3.6.11-12.H</p> <p>RANGE OF WRITING</p> <p>GRADES 9-10 Standard PCS.3.5.9-10.I</p> <p>GRADES 11-12 Standard CC.3.5.11-12.I</p>	

800 COMMUNICATIONS

Secondary Competency Task Grid with Unit and Task Numbers	Common Career Technical Core Standards	Pennsylvania Core Standards for Reading for Technical Subjects Standard 3.5	Pennsylvania Core Standards for Writing for Technical Subjects Standard 3.6	Pennsylvania Core Standards for Mathematics Standard 2.1
<p>801 Describe a police officer's role and responsibilities when using a police radio.</p> <p>802 Demonstrate proper radio communication terminology.</p> <p>803 Use the international phonetic alphabet to communicate.</p> <p>804 Describe the communication skills used to interact with family members, bystanders, firefighters, rescue personnel and people from other agencies.</p> <p>805 Demonstrate the ability to provide proper directions to a scene.</p> <p>806 Demonstrate the use of a personal computer, peripheral equipment, and accessories.</p> <p>807 Write an effective police report.</p>	<p>Refer to the end of this document for an explanation of the following standards and sample indicators:</p> <p>CC TECH CORE STANDARDS:</p> <p>STANDARDS FOR CLUSTER: LAW, PUBLIC SAFETY, CORRECTIONS AND SECURITY LW 1</p> <p>CORRECTIONS PATHWAY STANDARDS LW-COR 06 LW-COR 07</p> <p>LAW ENFORCEMENT PATHWAY STANDARDS LW-ENF 01 LW-ENF 02 LW-ENF 13</p> <p>LEGAL SERVICES PATHWAY STANDARDS LW-LEG 1 LW-LEG 2 LW-LEG 6</p> <p>SECURITY AND PROTECTIVE SERVICES PATHWAY STANDARDS LW-SEC 01 LW-SEC 17</p>	<p>KEY IDEAS/DETAILS</p> <p>GRADES 9-10 Standard PCS.3.5.9-10.A Standard PCS.3.5.9-10.B Standard PCS.3.5.9-10.C</p> <p>GRADES 11-12 Standard PCS.3.5.11-12A Standard PCS.3.5.11-12.B Standard PCS.3.5.11-12.C</p> <p>CRAFT & STRUCTURE</p> <p>GRADES 9-10 Standard PCS.3.5.9-10.D Standard PCS.3.5.9-10.E Standard PCS.3.5.9-10.F</p> <p>GRADES 11-12 Standard PCS.3.5.11-12.D Standard PCS.3.5.11-12.E Standard PCS.3.5.11-12.F</p> <p>INTEGRATE KNOWLEDGE/ IDEAS</p> <p>GRADES 9-10 Standard PCS.3.5.9-10.G Standard PCS.3.5.9-10.H Standard PCS.3.5.9-10.I</p> <p>GRADES 9-12 Standard PCS.3.5.11-12.G Standard PCS.3.5.11-12.H Standard PCS.3.5.11-12.I</p> <p>RANGE OF READING/LEVEL OF COMPLEX TEXTS</p> <p>GRADES 9-10 Standard PCS.3.5.9-10.J</p> <p>GRADES 11-12 Standard PCS.3.5.11-12.J</p>	<p>TEXT TYPES/ PURPOSE</p> <p>GRADES 9-10 Standard PCS.3.6.9-10.A Standard PCS.3.6.9-10.B</p> <p>GRADES 11-12 Standard PCS.3.6.11-12.A Standard PCS.3.6.11-12.B</p> <p>PRODUCTION AND DISTRIBUTION OF WRITING</p> <p>GRADES 9-10 Standard PCS.3.6.9-10.C Standard PCS.3.6.9-10 D Standard PCS.3.6.9-10.E</p> <p>GRADES 11-12 Standard PCS.3.6.11-12 C Standard.PCS.3.6.11-12.D Standard PCS.3.6.11- 12 E</p> <p>RANGE OF WRITING</p> <p>GRADES 9-10 Standard PCS.3.5.9-10.I</p> <p>GRADES 11-12 Standard CC.3.5.11-12.I</p>	<p>NUMBERS AND OPERATIONS Standard PCS.2.1.HS.F.1 Standard PCS.2.1.HS.F.2 Standard PCS.2.1.HS.F.3 Standard PCS.2.1.HS.F.4 Standard PCS.2.1.HS.F.5 Standard PCS.2.1.HS.F.6 Standard PCS.2.1.HS.F.7</p>

900 SECURITY: NATIONAL, INTERNATIONAL, AND LOCAL

Secondary Competency Task Grid with Unit and Task Numbers	Common Career Technical Core Standards	Pennsylvania Core Standards for Reading for Technical Subjects Standard 3.5	Pennsylvania Core Standards for Writing for Technical Subjects Standard 3.6	Pennsylvania Core Standards for Mathematics Standard 2.1
<p>901 Describe the responsibilities of homeland security.</p> <p>902 Explain how the Patriot Act has impacted homeland security.</p> <p>903 Describe terrorism as it has evolved in the 21st century.</p> <p>904 Demonstrate how to handle incidents of retail theft.</p> <p>905 Conduct a security survey.</p> <p>906 Explain community policing and programs related to community policing (i.e. neighborhood watch, DARE, etc.).</p>	<p>Refer to the end of this document for an explanation of the following standards and sample indicators:</p> <p>CC TECH CORE STANDARDS:</p> <p>STANDARDS FOR CLUSTER: LAW, PUBLIC SAFETY, CORRECTIONS AND SECURITY LW 1 LW 6</p> <p>CORRECTIONS PATHWAY STANDARDS LW- COR 07</p> <p>LAW ENFORCEMENT PATHWAY STANDARDS LW-ENF 01 LW-ENF 03 LW-ENF 07 LW-ENF 08 LW-ENF 11</p> <p>LEGAL SERVICES PATHWAY STANDARDS LW-LEG 1 LW-LEG 2 LW-LEG 6</p> <p>SECURITY AND PROTECTIVE SERVICES PATHWAY STANDARDS LW-SEC 01 LW-SEC 02 LW-SEC 13 LW-SEC 15 LW-SEC 18</p>	<p>KEY IDEAS/DETAILS</p> <p>GRADES 9-10 Standard PCS.3.5.9-10.A Standard PCS.3.5.9-10.B Standard PCS.3.5.9-10.C</p> <p>GRADES 11-12 Standard PCS.3.5.11-12.A Standard PCS.3.5.11-12.B Standard PCS.3.5.11-12.C</p> <p>CRAFT & STRUCTURE</p> <p>GRADES 9-10 Standard PCS.3.5.9-10.D Standard PCS.3.5.9-10.E Standard PCS.3.5.9-10.F</p> <p>GRADES 11-12 Standard PCS.3.5.11-12.D Standard PCS.3.5.11-12.E Standard PCS.3.5.11-12.F</p> <p>INTEGRATE KNOWLEDGE/ IDEAS</p> <p>GRADES 9-10 Standard PCS.3.5.9-10.G Standard PCS.3.5.9-10.H Standard PCS.3.5.9-10.I</p> <p>GRADES 9-12 Standard PCS.3.5.11-12.G Standard PCS.3.5.11-12.H Standard PCS.3.5.11-12.I</p> <p>RANGE OF READING/LEVEL OF COMPLEX TEXTS</p> <p>GRADES 9-10 Standard PCS.3.5.9-10.J</p> <p>GRADES 11-12 Standard PCS.3.5.11-12.J</p>	<p>TEXT TYPES/ PURPOSE</p> <p>GRADES 9-10 Standard PCS.3.6.9-10.A Standard PCS.3.6.9-10.B</p> <p>GRADES 11-12 Standard PCS.3.6.11-12.A Standard PCS.3.6.11-12.B</p> <p>PRODUCTION AND DISTRIBUTION OF WRITING</p> <p>GRADES 9-10 Standard PCS.3.6.9-10.C Standard PCS.3.6.9-10.D Standard PCS.3.6.9-10.E</p> <p>GRADES 11-12 Standard PCS.3.6.11-12.C Standard.PCS.3.6.11-12.D Standard PCS.3.6.11- 12.E</p> <p>RESEARCH</p> <p>GRADES 9-10 Standard PCS.3.6.9-10.F Standard PCS.3.6.9-10.G Standard PCS.3.6.9-10.H</p> <p>GRADES 11-12 Standard PCS.3.6.11-12.F Standard PCS.3.6.11-12.G Standard PCS.3.6.11-12.H</p> <p>RANGE OF WRITING</p> <p>GRADES 9-10 Standard PCS.3.5.9-10.I</p> <p>GRADES 11-12 Standard CC.3.5.11-12.I</p>	<p>NUMBERS AND OPERATIONS Standard PCS.2.1.HS.F.1 Standard PCS.2.1.HS.F.2 Standard PCS.2.1.HS.F.3 Standard PCS.2.1.HS.F.4 Standard PCS.2.1.HS.F.5 Standard PCS.2.1.HS.F.6 Standard PCS.2.1.HS.F.7</p> <p>MEASUREMENT, DATA AND PROBABILITY Standard PCS.2.4.HS.B.1 Standard PCS.2.4.HS.B.2 Standard PCS.2.4.HS.B.3 Standard PCS.2.4.HS.B.4 Standard PCS.2.4.HS.B.5 Standard PCS.2.4.HS.B.6 Standard PCS.2.4.HS.B.7</p>

1000 DEMONSTRATE SKILL IN UNDERSTANDING, AND WORKING FOR SPECIAL POPULATIONS

Secondary Competency Task Grid with Unit and Task Numbers	Common Career Technical Core Standards	Pennsylvania Core Standards for Reading for Technical Subjects Standard 3.5	Pennsylvania Core Standards for Writing for Technical Subjects Standard 3.6	Pennsylvania Core Standards for Mathematics Standard 2.1
<p>1001 Define multiculturalism and diversity, such as racial profiling, cultural diversity, etc.</p> <p>1002 Describe procedures for voluntary/involuntary commitments for mental health issues.</p> <p>1003 Describe signs of substance abuse and explain how to handle subjects.</p> <p>1004 Explain how to handle emotionally disturbed persons (EDP) or persons experiencing excited delirium or diabetic shock.</p>	<p>Refer to the end of this document for an explanation of the following standards and sample indicators:</p> <p>CC TECH CORE STANDARDS:</p> <p>STANDARDS FOR CLUSTER: LAW, PUBLIC SAFETY, CORRECTIONS AND SECURITY LW 1 LW 4</p> <p>CORRECTIONS PATHWAY STANDARDS LW-COR 03 LW-COR 05 LG-COR 07 LG COR 08</p> <p>LAW ENFORCEMENT PATHWAY STANDARDS LW-ENF 01 LW-ENF 03 LW-ENF 08 LW-ENF 13 LW-ENF 14</p> <p>LEGAL SERVICES PATHWAY STANDARDS LW-LEG 1 LW-LEG 6</p> <p>SECURITY AND PROTECTIVE SERVICES PATHWAY STANDARDS LW-SEC 01 LW-SEC 02</p>	<p>KEY IDEAS/DETAILS</p> <p>GRADES 9-10 Standard PCS.3.5.9-10.A Standard PCS.3.5.9-10.B Standard PCS.3.5.9-10.C</p> <p>GRADES 11-12 Standard PCS.3.5.11-12A Standard PCS.3.5.11-12.B Standard PCS.3.5.11-12.C</p> <p>CRAFT & STRUCTURE</p> <p>GRADES 9-10 Standard PCS.3.5.9-10.D Standard PCS.3.5.9-10.E Standard PCS.3.5.9-10.F</p> <p>GRADES 11-12 Standard PCS.3.5.11-12.D Standard PCS.3.5.11-12.E Standard PCS.3.5.11-12.F</p> <p>INTEGRATE KNOWLEDGE/ IDEAS</p> <p>GRADES 9-10 Standard PCS.3.5.9-10.G Standard PCS.3.5.9-10.H Standard PCS.3.5.9-10.I</p> <p>GRADES 9-12 Standard PCS.3.5.11-12.G Standard PCS.3.5.11-12.H Standard PCS.3.5.11-12.I</p> <p>RANGE OF READING/LEVEL OF COMPLEX TEXTS</p> <p>GRADES 9-10 Standard PCS.3.5.9-10.J</p> <p>GRADES 11-12 Standard PCS.3.5.11-12.J</p>	<p>TEXT TYPES/ PURPOSE</p> <p>GRADES 9-10 Standard PCS.3.6.9-10.A Standard PCS.3.6.9-10.B</p> <p>GRADES 11-12 Standard PCS.3.6.11-12.A Standard PCS.3.6.11-12.B</p> <p>PRODUCTION AND DISTRIBUTION OF WRITING</p> <p>GRADES 9-10 Standard PCS.3.6.9-10.C Standard PCS.3.6.9-10 D Standard PCS.3.6.9-10.E</p> <p>GRADES 11-12 Standard PCS.3.6.11-12 C Standard.PCS.3.6.11-12.D Standard PCS.3.6.11- 12 E</p> <p>RANGE OF WRITING</p> <p>GRADES 9-10 Standard PCS.3.5.9-10.I</p> <p>GRADES 11-12 Standard CC.3.5.11-12.I</p>	

Reference List for Common Core Technical Standards Sample Indicators for Criminal Justice/Police Science

Career Cluster Name: Law, Public Safety, Corrections and Security

Career Pathways within the Cluster: Correction Services, Law Enforcement Services, Legal Services, Security and Protective Services

LW 1 Formulate ideas, proposals and solutions to ensure effective and efficient delivery of law, public safety, corrections and/or security services.

- a. State the problem in clear terms.
- b. Distinguish between inductive and deductive reasoning.
- c. Research and analyze pertinent information.
- d. Develop and evaluate alternative solutions.
- e. Use persuasive techniques to advocate one alternative solution.
- f. Evaluate the underlying assumptions.
- g. Evaluate the logic and reasoning used to develop a solution.
- h. Formulate strategies used in common situations to inform, persuade, or entertain.
- i. Create arguments based on facts, laws, or regulations.
- j. Use parallel arguments to advocate two opposing solutions.

LW 2 Assess and implement measures to maintain safe and healthy working conditions in a law, public safety, corrections and/or security environment.

- a. Identify the types of risk of injury/illness at work.
- b. Identify those who are susceptible to risk of injury/illness at work.
- c. Describe ways to positively impact occupational safety and health.

LW 3 Conduct law, public safety, corrections and security work tasks in accordance with employee and employer rights, obligations and responsibilities, including occupational safety and health requirements.

- a. Identify key rights of employees related to occupational safety and health.
- b. Identify the responsibilities of employers related to occupational safety and health.
- c. Explain the role of government agencies in providing a safe workplace.

LW 4 Analyze the various laws, ordinances, regulations and organizational rules that apply to careers in law, public safety, corrections and security.

- a. Pass tests on required laws and rules of conduct.
- b. Perform assigned duties while complying with laws, ordinances, regulations and organizational rules.
- c. Establish location of copies of laws, ordinances, regulations and organizational rules.
- d. Report violations of a legal or of an ethical nature through the proper chain of command.
- e. Limit involvement with the law and criminal court system to qualify for employment.
- f. Follow ethical conduct guidelines established by community standards.

LW 5 Describe various career opportunities and means to those opportunities in each of the law, public safety, corrections and security career pathways.

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- a. Locate and interpret career information for at least one career cluster.
- b. Identify job requirements for career pathways.
- c. Identify educational and credentialing requirements for career cluster and pathways.
- d. Identify personal interests and aptitudes.
- e. Identify job requirements and characteristics of selected careers.
- f. Compare personal interests and aptitudes with job requirements and characteristics of career selected.
- g. Modify career goals based on results of personal interests and aptitudes with career requirements and characteristics.

LW 6 Analyze the nature and scope of the law, public safety, corrections and security career cluster and the role law, public safety, corrections and security play in society and the economy.

- a. Discuss career requirements of the selected careers in this cluster.
- b. Compare selected careers in the law, public safety and security cluster with other career cluster options.
- c. Assess one's own abilities to enter a law, public safety and security career.
- d. Create a realistic career development plan.

LW-COR 01 Evaluate the correctional environment for signs of potential problems and/or danger.

- a. Apply techniques of observation.
- b. Maintain a keen awareness of the surrounding environment.
- c. Develop senses of perception and intuition to read the environment.
- d. Be knowledgeable of the strategies used to manage conflict and anger.
- e. Apply conflict and anger management strategies to real world scenarios.
- f. List issues associated with managing conflict and anger.
- g. Interpret body language and eye movement clues to discern facts from fabrication.
- h. Listen to voice tone, speed, volume and inflection to discern facts from fabrication.

LW-COR 02 Demonstrate leadership roles, responsibilities and collaboration in correctional environments.

- a. Identify purpose of team and each member's role.
- b. Develop understanding of cultural difference among team members.
- c. Set basic standards of conduct among the group.
- d. Demonstrate commitment to team goals.
- e. Demonstrate problem solving and organizational skills.
- f. Provide and receive constructive criticism and praise.
- g. Demonstrate knowledge of the principles of leadership within institutional and community-based correctional settings.
- h. Assume leadership role when assigned such responsibilities.
- i. Work with others to develop and achieve team goals.
- j. Promote involvement of and use of team members.
- k. Delegate responsibility to others and maintain accountability for results.
- l. Monitor and evaluate team performance.
- m. Groom others in the organization for leadership roles.

LW-COR 03 Analyze the impact of federal, state and local laws on correctional facilities.

- a. Read and follow instructions on Material Safety Data Sheets (MSDS) for all materials that require special care or handling.
- b. Read and follow the Occupational Safety and Health Administration (OSHA) instructions that are posted in the workplace.
- c. Employ HazMat guidelines when working with hazardous materials.
- d. Read and understand the applicable laws and regulations (EEO, ADA, etc.).
- e. Respect the concept of affirmative action and practices in the workplace.
- f. Report violations of individual rights in writing to the proper authorities.
- g. Identify and discuss all safety precautions to be taken by a correctional officer to restrain prisoners.
- h. Conduct a thorough search of the environment and prisoner prior to restraining and/or moving prisoner.
- i. Identify potential safety risks associated with prisoner escort in a variety of environments, i.e. courtrooms, hospitals and elevators.
- j. Discuss precautions a correctional officer must consider during a search.
- k. List precautions a correctional officer should take with contaminated clothing, hypodermic needles and other potentially contaminated objects.
- l. Demonstrate the proper procedure in removing handcuffs, leg restraints, flex-cuffs and waste-chains.
- m. Make use of crisis intervention techniques for inmates.

LW-COR 04 Describe the various roles and impacts of forensics and computer forensics in the resolution of crime in the correctional environment.

- a. Define computer forensics.
- b. List some of the basic skills and knowledge used in computer forensics.
- c. Describe uses of computer forensics evidence.
- d. Describe typical steps to identify and attempt to retrieve possible evidence that may exist on a computer.
- e. List what should not be done with the computer and evidence during an investigation.
- f. List common cybercrimes.
- g. List some prevention actions related to cybercrime.
- h. Identify how one files a complaint if a cybercrime is suspected or has occurred.

LW-COR 05 Describe the legal, regulatory and organizational guidelines governing the correction services.

- a. Identify methods for controlling illegal substances/drugs and control contraband among inmates.
- b. Conduct legal and ethical searches.
- c. Use established counting procedures.
- d. Practice proper key and tool control.
- e. Follow patrol procedures within the institution.
- f. Follow emergency procedures.
- g. Follow established guidelines when transporting offenders.
- h. Apply proper procedures when dealing with inmate gangs and other security threat groups.
- i. List the steps an offender takes through the system.
- j. Evaluate offender classification systems.
- k. Use correctional trend data to conduct research.
- l. Explain the issues and processes for responding to inmates with mental illnesses and those diagnosed as mentally retarded and disabled.
- m. List information that will aid in identification and evaluation of a potential suicidal individual.
- n. List behaviors a correctional officer should display when interacting with a person with a mental illness to maximize safety.
- o. Describe the action the corrections officer should take.

LW-COR 06 Compare and contrast different career fields in the correction services.

- a. Prepare references for background checks.
- b. Be prepared to take drug tests.
- c. Be prepared to take a pre-employment written examination.
- d. Plan on undergoing a psychological evaluation.
- e. Keep in good physical shape to meet requirements.
- f. Use the internet to research employment in institutional environments such as jails/local detention facilities, juvenile detention facilities and state and federal prisons.
- g. Look over jobs in community corrections such as parole, probation and halfway houses.
- h. Interview people currently employed in corrections-related agencies to glean a better understanding of the field of corrections and the challenges and rewards of a career in corrections.
- i. Outline training required in the different areas of employment.
- j. Create a resume complete with a job application letter.
- k. Practice interviewing skills with a coach.
- l. Use effective communication skills during the interview.
- m. Write follow up letters.
- n. Write a letter accepting employment.
- o. Identify continuing education opportunities and programs.
- p. Find local or area training facilities that offer courses related to your job area.
- q. Attend seminars and other meetings designed to keep personnel up-to-date with new processes and equipment.
- r. Read magazines and journals that cater to personnel working in the corrections field.
- s. Join and participate in organizations that promote your job and keep you well informed.

LW-COR 07 Demonstrate effective communication skills (e.g., writing, speaking, active listening and nonverbal communication) in the correctional environment.

- a. Paraphrase and repeat information to confirm understanding.
- b. Record and summarize information in written notes.
- c. Ask questions to seek or confirm understanding.
- d. Contribute relevant comments to improve the presentation and discussion of information.
- e. Explain the importance of word choice and particular phrases used in routine and emergency situations.
- f. Clarify purpose and goals of meetings and discussions.
- g. Take turns and show respect for others.
- h. Stay on subject and task.
- i. Summarize results of meeting including agreements and disagreements.
- j. Communicate main ideas and supporting facts to achieve the purpose of the communication.
- k. Use proper organization and structure to achieve coherence.

LW-COR 08 Analyze the techniques used to manage crisis situations and resolve conflicts in correctional environments.

- a. Explain principles of crisis negotiation and appropriate techniques.
- b. Use effective communication techniques in crisis negotiations.
- c. Participate as a crisis negotiation team member.
- d. Participate in suicide intervention training.
- e. Describe how to establish perimeters in crisis situations.

- f. Apply hostage safety considerations during negotiations.
- g. Demonstrate awareness of psychological impacts on hostages.
- h. Identify issues involved in establishing operational security for crisis situations.
- i. Participate in training sessions for crisis management.
- j. Plan for pre-event crisis negotiation procedures.
- k. Establish priorities and goals for crisis negotiation situations.
- l. Develop procedures for gathering intelligence in a crisis negotiation situation.
- m. Develop active listening skills.
- n. Practice effective questioning techniques.
- o. Identify victim-precipitated homicide situations.
- p. Negotiate with troubled youth.
- q. Describe the effects of drug use in a crisis situation.
- r. Establish demands, deadlines and terms of surrender for crisis negotiations.
- s. Identify appropriate techniques of collecting evidence for criminal prosecution at crisis situations.
- t. Compare the various response approaches (soft, hard, principled) used to resolve conflict resolution.
- u. Given different conflict scenarios, identify the likely response, the probable outcomes and the type of motivators for the conflict.
- v. Describe the negotiation, mediation and consensus (group) processes and how they are typically used.
- w. Given certain scenarios or cases, identify the conflict resolution process used and the pros and cons of using that process.
- x. Describe the basic psychological needs that motivate behavior.
- y. Describe the role that limited resources play in generating conflict.
- z. Describe the role that different values play in generating conflict.

LW-COR 09 Demonstrate the protocols regarding the reduction or elimination of sexual harassment or abuse in the correctional environment.

- a. Demonstrate how to appropriately respond to sexual harassment violations.
- b. Demonstrate an understanding of how to initiate a preliminary investigation of a sexual harassment situation.
- c. Apply the law to make appropriate decisions in sexual harassment violation cases.
- d. Prepare an overview of sexually motivated crimes.
- e. List human sexuality determinants of human behavior that relate to sexual abuse.
- f. Explain the criminal mind and abnormal psychology related to sexual abuse.
- g. Define paraphilia (the symptomatic behavior of erotic-sexual dysfunction).
- h. Discuss the personality of a rapist.

LW-COR 10 Analyze situations that require the use of force, including deadly force, to determine when varying degrees of force should be utilized in correctional facilities.

- a. Quote the guidelines and restrictions imposed by the federal and state governments related to use of deadly force.
- b. State the importance of following departmental policy on deadly force.
- c. List examples of situations where use of deadly force is authorized.
- d. List Supreme Court case examples dictating the use of deadly force.
- e. State the levels of force from the lowest to the highest and the equipment used (if any) with each level.
- f. Provide appropriate responses to each level of use of force.

LW-COR 11 Analyze the impact of the Fourth, Fifth, Sixth and Fourteenth Amendments in the correction services environment.

- a. State the methods for taking a person into custody.
- b. List the elements of an arrest warrant.
- c. Describe how an arrest warrant is obtained.
- d. Describe how information to establish probable cause is evaluated.
- e. Describe the powers of the police and rights of the individual in arrest situations.
- f. Describe the limits of government under the 4th Amendment.
- g. Using cases and examples, describe how to balance an individual's privacy rights and the government's need to gather information.
- h. Identify the differences between search and seizure rights of U.S. citizens and those of other countries.
- i. Evaluate situations and determine if evidence is admissible under the 4th Amendment.
- j. Define the terms interrogate, self-incrimination, booking, arraignment, bail and personal recognizance.
- k. List the purposes of interrogation and how results of interrogations can be used in trials.
- l. List the conditions under which confessions can be obtained.
- m. Describe the uses and reasons for Miranda rights.
- n. Lists the limits of interrogations and legal methods.
- o. Summarize trial, jury and due process rights.
- p. Describe the proceedings before a trial, including the roles of the police, the courts and the defense attorney.
- q. Describe the process for bail and pretrial release.
- r. Summarize the rights and procedures related to a fair trial and the right to a jury trial.
- s. List the rights of a fair trial and the reasons a jury trial may not be required.
- t. Describe rights to a speedy trial and the results of not receiving a speedy trial.
- u. Explain the workings of immunity laws and they affect witnesses.
- v. Describe the pros and cons of the use of a public defender.
- w. Describe the difference between the 5th and 14th Amendments in terms of due process.
- x. Describe the difference between substantive and procedural due process.
- y. List the due process procedures and rights of students in the school system.
- z. List the different definitions of equality.
- aa. List the five constitutional amendments involving equality concepts and rights.
- bb. List the statutes that protect non-citizens.
- cc. List rights non-citizens have to prevent self-incrimination.
- dd. State of limits of interrogation and the use of force.

LW-COR 12 Apply the ethical and legal responsibilities of correctional staff to various situations in the correction services environment.

- a. Define ethical behavior.
- b. Identify ethical and unethical behavior on the part of correctional staff.

LW-COR 13 Describe the knowledge and technical skills needed to carry out the day-to-day operations at a correctional facility.

LW-ENF 01 Demonstrate effective communication skills (e.g., writing, speaking, listening and nonverbal communication) required in law enforcement.

- a. Interpret eye contact, facial expressions and body positioning.
- b. Interpret gestures.

- c. Provide feedback to the message received.
- d. Demonstrate active listening skills.
- e. Receive and provide feedback to interpret verbal communication.
- f. Analyze messages based on the combination of pitch, tone and wording.
- g. Provide correct feedback to sender.
- h. Prepare a police incident report.
- i. List three purposes of an officer's field notes.
- j. List six one-word questions that should be answered when preparing field notes.
- k. Explain the four uses of law enforcement reports.
- l. Describe the differences between an initial report, a continuation report and a supplemental report.
- m. Write a narrative using passive and active tense.
- n. Write a narrative in the third person and the first person.
- o. Spell common words used in the police report.

LW-ENF 02 Demonstrate proficiency in the operation of communication equipment used in an emergency telecommunications center.

- a. Operate a mobile radio system.
- b. Operate a handheld radio system.
- c. Conduct radio communication traffic.
- d. Maintain radio contact while operating a motor vehicle.
- e. Send data information over the mobile data terminal.
- f. Retrieve data information from the mobile data terminal.
- g. Disseminate data to multiple mobile units via the mobile data terminal.
- h. Operate the mobile data terminal while operating a motor vehicle.
- i. Operate a telephone to provide information in a clear and concise manner.
- j. Obtain information from the dispatch center with a telephone.
- k. Evaluate appropriate time and conditions to use telephonic communications.

LW-ENF 03 Utilize anger and conflict management strategies to resolve problems in law enforcement settings.

- a. Identify techniques managing conflict between people.
- b. Identify techniques to reduce anger.
- c. Identify sources and common responses to conflict.
- d. Distinguish between passive, aggressive and assertive behavior.
- e. Describe how body language plays a role in interacting with others.
- f. Identify ten categories of difficult people.
- g. Use communication strategies to deal with each category of difficult people.
- h. Identify factors that can contribute to a person's hostility.
- i. Discuss how anger and work go together.
- j. Discuss predictable factors that signal potential conflict.
- k. Identify and discuss the sequence of anger.
- l. Identify and discuss the components of the conflict environment.
- m. Identify personal style of dealing with conflict.

- n. Demonstrate effective conflict management skills when interacting with classmates.

LW-ENF 04 Model behaviors that exhibit integrity and commitment to a code of conduct and ethics for law enforcement professionals.

- a. Analyze the causes of violations of public trust.
- b. Identify strategies to enhance public trust.
- c. Explain the dynamics of integrity as it relates to law enforcement.
- d. List short and long-term strategies to enhance high performance standards of ethics.
- e. Explain the mission of law enforcement in defending a democratic society.
- f. Explain the role of the United States Constitution to the development and implementation of the mission of law enforcement organizations.
- g. Define legal and ethical issues.
- h. Define liability and ethics.
- i. Identify the code of ethics within the law enforcement profession.
- j. Describe the ethical impact of positive cultural sensitivity.

LW-ENF 05 Analyze the impact of federal, state and local laws on law enforcement procedures.

- a. Define attachment, garnishment, claim and delivery.
- b. Explain how to properly serve a summons.
- c. Complete a valid return of a summons.
- d. Determine the appropriate response or responsible agency during service of writs of possession on real property (ejectment) and personal property.
- e. Identify limits on use of force and entry to private property during civil process service.
- f. Demonstrate the proper use of summons for people to testify in court or to produce required documents.
- g. Differentiate among Domestic Violence Protective Orders, Order of No Contact and Orders to Pick Up Children.
- h. Determine the appropriate guardian and custodial parent during periods prior to court rulings and after a judicial ruling.
- i. Define alcoholic beverage, non-tax alcoholic beverage, malt beverage, unfortified wine, fortified wine, spirituous liquor and mixed beverages.
- j. Distinguish between legal and illegal alcohol and beverage sales.
- k. Describe how alcohol and beverage control laws are applied in different circumstances such as purchasing alcohol, possessing alcohol and consumption of alcohol.
- l. Distinguish between local and state alcohol beverage permits.
- m. Identify violations of local and state alcohol beverage permits.
- n. Define attachment, garnishment, claim and delivery.
- o. Explain how to properly serve a summons.
- p. Complete a valid return of a summons.
- q. Describe the differences in the following: Domestic Violence Protective Order, Order of No Contact and Orders to Pick Up Children.
- r. List activities an officer should complete to ensure preparation for court.
- s. Explain procedures used to contact witnesses to appear in court.
- t. Describe what an officer is allowed to testify to when on the witness stand.
- u. List the purposes of the cross-examination.
- v. Explain how cases move between state and federal jurisdictions.
- w. Summarize the issues, concerns and problems confronting both the civil and criminal justice systems.
- x. Explain how changes in the civil and criminal justice systems impact law enforcement services.
- y. Define legal aspects of DWI/DUI enforcement.
- z. Administer the Standardized Field Sobriety Test (SFST) Battery including horizontal gaze nystagmus.

- aa. Describe the types of driver behavior present in possible and probable DWI/DUI cases.
- bb. Demonstrate the use of video technology to collect evidence in DWI/DUI cases.
- cc. Describe the effect of alcohol on the body and how this relates to driver behavior.
- dd. Present two drinking exercises recommended by the National Highway Transportation and Safety Administration (NHTSA).

LW-ENF 06 Execute established procedures to avoid the violation of the rights guaranteed by the Fourth, Fifth, Sixth and Fourteenth Amendments.

- a. Discuss the three sources of law.
- b. Describe the effects of the First Amendment on law enforcement.
- c. Identify the criminal and civil consequences an officer may face by violating a citizen's constitutional right.
- d. State requirements for making an arrest without a warrant.
- e. Define citizen detention.
- f. Prepare an arrest warrant.
- g. Determine the appropriate level of force when dealing with deadly and non-deadly force situations.
- h. Execute protocols associated with arrest using the statutes set forth by the 4th Amendment.
- i. Describe the powers of the police and rights of the individual in arrest situations.
- j. Describe how information is used to establish probable cause.
- k. Describe how an arrest warrant is obtained and the elements of the warrant.
- l. Summarize the rights of the individual being interrogated under the 5th and 6th Amendments.
- m. Describe trial, jury and due process rights.
- n. Describe the rights and processes related to a fair trial and the right to a jury trial.
- o. Describe the limits of government under the 4th Amendment.
- p. Identify the differences between search and seizure rights of U.S. citizens and those of other countries.
- q. Summarize the concepts and procedures related to due process.
- r. Describe the differences between the 5th and 14th Amendments in terms of due process.
- s. Describe the differences between substantive and procedural due process.
- t. List the due process procedures and rights of students in the school system.
- u. List the different definitions of equality.
- v. List the five constitutional amendments involving equality concepts and laws.
- w. Describe the rational basis rights to determine discrimination.
- x. Explain the scope of lawful warrantless searches (consent search, search of a premises, vehicles, search based on exigent circumstances and plain view search).
- y. List the four Miranda Warning requirements and the additional requirements for juvenile suspects, offenders and witnesses.
- z. Advise a person of their constitutional rights.
- aa. Explain the appropriate use of legal procedures to obtain information from reluctant witnesses.

LW-ENF 07 Manage crime and loss prevention programs in collaboration with the community.

- a. Define the term "crime prevention."
- b. Explain the role of citizens in crime prevention activities.
- c. Identify different community-based crime prevention programs.
- d. Conduct a crime analysis of a given situation or area.
- e. Plan crime prevention techniques to remove or reduce crime risks.
- f. Develop a comprehensive crime prevention plan that includes strategies for funding, managing and marketing the plan.

- g. Prepare and present a 10-15 minute presentation on a crime prevention topic.
- h. Define family violence.
- i. Explain guidelines to follow to prevent family violence.
- j. Identify local agencies that provide assistance in preventing family violence.
- k. List referral agencies that provide assistance in preventing family violence.
- l. Develop security guidelines to protect businesses against losses due to crime.
- m. Prepare and present a 10-15 presentation to business owners and managers designed to protect against losses due to crime.
- n. Plan, develop and implement a crime prevention program.
- o. Plan, develop and produce a public information program on crime prevention.
- p. Discuss the fundamental principles of crime prevention and how they relate to the environment.
- q. Analyze and discuss natural access and natural surveillance and the importance of both.
- r. Define community policing.
- s. List three principles of community policing.
- t. Identify the roles and duties of the community police officer.
- u. List steps in marketing community policing to the community.
- v. Identify the skills needed to be a successful community police officer.
- w. Explain how law enforcement services have responded to social conditions and demands throughout history by altering methods of service.

LW-ENF 08 Explain the appropriate techniques for managing crisis situations in order to maintain public safety.

- a. Explain the principles of crisis negotiation.
- b. Use effective communication techniques in crisis negotiations.
- c. List suicide intervention techniques.
- d. List various methods of conducting negotiations.
- e. Utilize appropriate negotiation techniques.
- f. Describe how to establish perimeters in crisis situations.
- g. Apply hostage safety considerations during negotiations.
- h. Demonstrate awareness of psychological impacts on hostages.
- i. Participate in training sessions for crisis management.
- j. Plan for pre-event crisis negotiation procedures.
- k. Establish priorities and goals for crisis negotiation situations.
- l. Develop procedures for gathering intelligence in a crisis negotiation situation.
- m. Participate in pre-event training sessions for crisis team leaders.
- n. Develop active listening skills.
- o. Establish effective questioning techniques.
- p. Complete advanced suicide intervention skills.
- q. Identify history of militia movement.
- r. Differentiate among background, mission, purpose and organization of various militias.
- s. Identify violent anti-government groups with descriptions and trends.
- t. Plan for the threat of militia movement.
- u. Plan for the influence of WACO: the militia rally cry.
- v. Identify techniques to protect against the militia underground threat.

- w. Identify techniques to defend against the militia intelligence networks.
- x. Demonstrate sensitivity and understanding to individual and societal rights during role play.
- y. Establish demands, deadlines and terms of surrender for crisis negotiations.
- z. Differentiate between public safety and individual rights during crisis negotiations.
- aa. Identify appropriate techniques of collecting evidence for criminal prosecution at crisis situations.
- bb. Discuss steps leading to successful prosecution of law-breakers causing the crisis situation.
- cc. Identify issues involved in establishing operational security for crisis situations.
- dd. Identify victim-precipitated homicide situations.
- ee. Negotiate with troubled youth.
- ff. Identify effects of drug use in a crisis situation.
- gg. Role play various techniques and skills used to effectively manage a crowd.
- hh. Differentiate between a casual crowd and a mob.
- ii. Identify the duties of a law enforcement officer when patrolling a potentially violent demonstration or labor dispute.
- jj. Identify the primary duties of a law enforcement officer at a non-violent (passive) protest.
- kk. Demonstrate proper crowd control formations using the riot baton to control or restrain crowd movement.
- ll. Demonstrate the various methods for deploying less-than-lethal and chemical crowd control measures.

LW-ENF 09 Evaluate for the signs of domestic violence, child abuse and neglect.

- a. Demonstrate how to safely respond to domestic violence situations and interact with those present.
- b. Demonstrate an understanding of how to initiate a preliminary investigation of a domestic violence situation.
- c. Apply the law to make arrest decisions in domestic violence cases.
- d. Recognize and serve protective orders.
- e. Apply effective communication techniques in volatile situations (e.g., verbal judo).
- f. Aid in prosecuting cases without a "victim."
- g. Define circle of abuse.
- h. Articulate the special concerns regarding non-citizens in domestic abuse.
- i. Identify through accurate and objective observations the following physical and behavioral indicators: physical abuse, sexual abuse, child neglect and emotional abuse.
- j. Research the personal and situational characteristics of parents who abuse their children in order to gain insight into the individual and family dynamics that produce abusive behavior.
- k. Identify and describe defense mechanisms used in addicted/dysfunctional families.
- l. Compare the four types of child abductions.
- m. Refer individuals or families in need of support services to the appropriate community resources.
- n. Identify the type of offender based on the behavior exhibited.
- o. Recognize when a child's injury or illness is caused by abuse.
- p. Explain Battered Child Syndrome used in investigating physical abuse and homicide.

LW-ENF 10 Demonstrate the routine day-to-day tasks conducted by various law enforcement agencies.

- a. List the phases of a traffic stop.
- b. Identify common mistakes.
- c. Review scenarios (live, video, or written) and evaluate effectiveness.
- d. Perform car stops in different situations.

- e. Identify and discuss all safety precautions to be taken by the officer prior to departure, during transport and upon arrival.
- f. Discuss precautions an officer must consider during a search.
- g. Demonstrate the proper procedure in removing handcuffs, leg restraints, flex-cuffs and waist-chains.
- h. Identify potential safety risks associated with prisoner escort in a variety of environments.
- i. Receive and properly record initial information.
- j. Describe techniques to secure and control people at the scene and emergency care.
- k. Document information obtained from the witness in a written report.
- l. Receive and properly record initial information.
- m. Record crash scene evidence using standard reporting procedures.
- n. Analyze crash scene evidence using standard laws, regulations and procedures.
- o. Preserve and process crash scene evidence using field sketches and photographs.
- p. Perform a variety of mathematical calculations using formulas including speed, velocity, time and distance.
- q. Interpret crash scene evidence.
- r. Using Newton's three laws of motion, describe vehicular behavior during a crash, to include weight shift in heavy vehicles.
- s. Answer questions concerning the safe movement, terminology and identification markings associated with trains.
- t. Research building search policies and procedures in law enforcement agencies.
- u. Outline the key elements to consider prior to a search.
- v. Make a plan for a search with your search team, identifying roles and objectives.
- w. Demonstrate the appropriate level of force necessary.
- x. Describe the federal, state and local guidelines and restrictions related to the use of deadly force.
- y. List examples of situations where the use of deadly force is authorized.
- z. State the importance of following departmental policy regarding deadly force.
- aa. State the levels of force from the lowest to the highest.
- bb. Follow basic interviewing and interrogation techniques.
- cc. Research the legal issues regarding interrogation.
- dd. Verbalize the legal considerations of the interview and interrogation.
- ee. State the conditions under which U.S. citizens may be interrogated.
- ff. List the rights of the 5th Amendment regarding interrogation.
- gg. State the conditions under which a confession is not admissible.
- hh. State the conditions under which a non-U.S. citizen may be interrogated.
- ii. List statutes that protect non-citizens.
- jj. State the limits of interrogation and the use of force.

LW-ENF 11 Describe law enforcement protocols and procedures designed to handle incidents related to homeland security, terrorism and other disaster situations.

- a. Explain procedures used in responding to reports of bomb threats and suspicious objects.
- b. Demonstrate the ability to search buildings and property to locate explosive devices and materials.
- c. Identify types of explosive and incendiary devices.
- d. Explain procedures used in examining and detecting suspicious or potentially dangerous materials or behaviors.
- e. Identify steps in responding to an incident involving an explosion.
- f. Identify the different types of fire extinguishers and the various types of fires.
- g. Explain the meaning of placards and sign shapes used to indicate hazardous materials.

- h. Identify and classify hazardous materials.
- i. Describe how to operate a patrol vehicle while escorting hazardous materials.
- j. Perform as first responder on the scene of a hazardous material incident.
- k. Apply OSHA, federal, state and local guidelines to approach and evaluate a hazardous materials incident.
- l. Describe methods of responding to environmental crime and make an appropriate referral.
- m. Identify intelligence analysis techniques and procedures used to deter crime and implement homeland security initiatives.
- n. Define flow analysis and demonstrate the ability to use the process.
- o. Define analytical writing, geographic analysis of criminal activity and demonstrate the ability to use the techniques.
- p. Define financial analysis and demonstrate the ability to use the process in a case study or scenario.
- q. Identify similarities and differences between the crime and other incidents.
- r. Develop plans based on the findings that would either predict or prevent future criminal or terrorist activity.
- s. List the sectors that are considered as critical infrastructure.
- t. Summarize the concept of critical infrastructure protection.
- u. Identify actual or potential vulnerabilities of a potential terrorist target through a vulnerability assessment.
- v. Summarize the national elements of the preparedness system.
- w. List key elements of the National Incident Management System (NIMS).
- x. Describe an example of how these elements work in an actual or scenario-based situation.
- y. Describe the elements and primary functions of the Incident Command System (ICS).
- z. List the typical agencies that are involved in the ICS.
- aa. List key elements of the National Response Plan (NRP).
- bb. Describe the roles of fire and emergency services and law enforcement in the ICS.
- cc. Describe the role of the FBI if the disaster is related to foreign or domestic terrorism.

LW-ENF 12 Demonstrate the procedures to properly protect, document and process the crime scene and all related evidence.

- a. Identify the boundaries of a crime scene.
- b. Secure and protect the crime scene while considering officer safety.
- c. Conduct a "Walk Through" and initial documentation.
- d. Document a crime scene through sketching, photography and video.
- e. Collect, package and transmit various types of physical evidence to the crime laboratory.
- f. Properly conduct latent-print development.
- g. Document all trace evidence at the crime scene.
- h. Interpret the results of crime lab analysis on trace evidence and apply this information to the investigation of the case.
- i. Conduct a casting and molding of tire, shoes and tool marks.
- j. State the importance of collecting and the basic principles of documenting bloodstain patterns.
- k. Document wounds and injuries with a basic initial interpretation of wounds and cause of death.
- l. Maintain a Chain of Custody for evidence collected.
- m. Conduct an on-scene brief and turn over control of the crime scene to the officer in charge or lead investigator.
- n. Recognize and properly document the electronic technological evidence at the scene.
- o. Properly collect evidence regarding the four basic types of devices; non-electric, stand-alone and devices used in complex environments and other devices and peripherals.
- p. Quote federal, state and local case law regarding collection of technological evidence, with particular attention to the Electronic Communication Privacy Act.

- q. Properly package, transport and store electronic technological devices guarding against loss of evidence due to material "footprints," material damage, time sensitivity, temperature, humidity and static electricity.
- r. Investigate uses of technological devices used during electronic technological crimes.
- s. State specific information that may be obtained from electronic devices in various crimes; Auction Fraud, Child Exploitation, Computer Intrusion, Death Investigation and Domestic Violence.
- t. State specific information that may be obtained from electronic devices in various crimes; Economic Fraud, E-Mail Threats, Extortion, Gambling, Identity Theft, Narcotics, Prostitution, Software Piracy and Telecommunications Fraud.
- u. State the basic principles of DNA.
- v. State where DNA samples can be found.
- w. Provide techniques to collect and preserve DNA evidence.
- x. Provide techniques for storage and transportation of DNA samples.
- y. Define elimination samples.
- z. Identify potential contaminants of DNA samples.
- aa. Process crime scenes for latent prints with fingerprint powders.
- bb. Prepare latent prints collected at a crime scene for further analysis by the crime lab.
- cc. Lift and preserve developed latent prints from the crime scene.
- dd. Photograph developed latent prints on various services.

LW-ENF 13 Demonstrate procedures to assist individuals requiring special assistance from law enforcement personnel.

- a. List general characteristics of psychosis or abnormal behavior.
- b. List behaviors an officer should display when interacting with a person with mental illness to maximize safety.
- c. Discuss the steps necessary for obtaining an involuntary commitment order by a law enforcement officer.
- d. Discuss the appropriate methods for intervention with mentally retarded individuals.
- e. List information that will aid in identification and evaluation of a potential suicidal individual.
- f. Differentiate between a subject who is dangerous to his or her self or to others and those who are not dangerous.
- g. Discuss the legal authority the officer has and what action the officer should take when working with a person who is dangerous to his or her self or to others.
- h. Identify resources and provide help for individuals with suicidal compulsions, mental illness, or mental retardation.
- i. Explain the concept of the juvenile court as it relates to an enforcement officer's role in the community.
- j. Discuss the laws that apply to legally interviewing a juvenile.
- k. Explain the laws that impact the delinquency of juveniles.
- l. Discuss the services provided by the intake officer/counselor in coordination with law enforcement's role.
- m. Discuss the law enforcement officer's responsibility for processing abused and neglected juveniles.
- n. Identify the criteria needed to obtain secure and non-secure custody orders.
- o. Demonstrate knowledge of the appropriate procedures for advising crime victims how to seek legal recourse and assistance.
- p. Explain the step-by-step court procedures to suspects, victims and witnesses.
- q. Recognize and provide the appropriate assistance to people with disabilities.
- r. Identify steps involved in conducting a preliminary investigation of a suspected hate crime.

LW-ENF 14 Describe the behavioral symptoms of drug use and the inherent dangers associated with handling dangerous drugs.

- a. Research certain illicit substances, primarily synthetic, that are usually found at nightclubs, bars and raves.

- b. Identify substances that are often used as "club drugs," including, but not limited to, MDMA (Ecstasy), GHB (gamma hydroxybutyrate), Rohypnol, Ketamine and Methamphetamine.
- c. Describe the effects of the five listed "club drugs."
- d. Describe methods of trafficking used to distribute "club drugs."
- e. Describe possible sources for obtaining "club drugs."
- f. Describe manufacturing methods used to produce "club drugs."
- g. Describe methods used to consume "club drugs."
- h. Research the physiological effects of drugs.
- i. Describe the effects of illicit drug use.
- j. Describe methods of illicit drug trafficking.
- k. List possible sources for obtaining illicit drugs.
- l. Describe methods of manufacturing used to produce illicit drugs.
- m. Describe various methods used to consume illicit drugs.
- n. State the purpose of the El Paso Intelligence Center (EPIC).
- o. List investigative techniques used to comprehend illicit drug users and pushers.
- p. Define the organization and role of the Drug Investigative Unit.
- q. List specialized equipment and aids utilized in drug investigations.
- r. Demonstrate knowledge of undercover operations used to investigate illicit drugs.
- s. List precautions to take regarding illicit drug laboratories and officer safety.
- t. List smuggling techniques and methods used for illicit drug distribution.
- u. Describe criminal patrol procedures and practices to reduce illicit drug use.
- v. Demonstrate knowledge of evidence collection, handling and crime scene processing.
- w. Demonstrate roadside interviewing and interrogation techniques.
- x. Demonstrate vehicle search techniques.

LW-LEG 1 Demonstrate effective communication skills (writing, speaking, listening and nonverbal communication) in the legal services environment.

- a. Paraphrase and repeat information to confirm understanding.
- b. Record and summarize information in written notes.
- c. Ask questions to seek or confirm understanding.
- d. Contribute relevant comments to improve presentation and discussion information.
- e. Demonstrate appropriate usage of grammar, diction and sentence structure.
- f. Use references and quoted material properly.
- g. Communicate main ideas and supporting facts to achieve the purpose of communication.
- h. Use visual aids and presentation technology to support formal presentations.
- i. Use proper organization and structure to achieve coherence.
- j. Use technical terms and concepts correctly.
- k. Use correct grammar and sentence structure.

LW-LEG 2 Interpret nonverbal communication cues in order to discern facts from fabrication.

- a. Interpret body language clues.
- b. Recognize eye movement clues.

- c. Listen to voice tone, speed, volume and inflection.

LW-LEG 3 Produce written legal materials using writing strategies applicable to the legal services environment.

- a. Structure ideas and arguments in a persuasive manner supported with relevant examples.
- b. Develop written materials by using research strategies.
- c. Design letters that accomplish stated objective.
- d. Create a log of activities for a given project.
- e. Create progress reports that detail factual information.
- f. Research legal issues.
- g. Employ analytical and problem solving skills to legal issues.
- h. Write a persuasive, factual legal document citing appropriate legal sources.

LW-LEG 4 Apply information technology tools to perform daily tasks assigned to legal services professionals.

- a. Produce word-based documents.
- b. Demonstrate web-based search techniques.
- c. Use legal authorities and references.
- d. Create an analysis of statistical data.
- e. Demonstrate basic keyboarding skills.
- f. Create file storage and retrieval systems.
- g. Develop and use presentation software.

LW-LEG 5 Analyze the role forensics plays in preventing and solving crimes.

- a. Define computer forensics.
- b. List some of the basic skills and knowledge used in computer forensics.
- c. Describe uses of computer forensics evidence.
- d. Describe typical steps to identify and attempt to retrieve possible evidence that may exist on a computer.
- e. List what should not be done with the computer and evidence during an investigation.
- f. List common cybercrimes.
- g. List some prevention actions related to cybercrime.
- h. Identify how one files a complaint if a cybercrime is suspected or has occurred.

LW-LEG 6 Use legal terminology to communicate within the legal services community.

- a. Define and use selected legal terms.
- b. Provide examples of legal terminology in writing.

LW-LEG 7 Compare and contrast different career fields in the legal services.

- a. Provide common characteristics and sources of specific information for legal careers.
- b. Discuss the benefits and disadvantages for selection of an area of specialization in legal careers.
- c. Differentiate between the plaintiff and defendant in civil cases.
- d. Differentiate between the prosecution and the defendant in criminal cases.
- e. Differentiate between transactional law and trial law.

- f. Identify legal specialty careers that do not require a law degree.

LW-LEG 8 Analyze the influence of the three branches of the U.S. Government (judicial, legislative and executive) on the legal services.

- a. Provide the major steps a bill must complete to become law.
- b. Define legal "checks and balances."
- c. Describe the differences between judicial, legislative and executive branches of government.
- d. Differentiate among the functions of various courts within our legal system.
- e. Demonstrate the differences between laws, rules and regulations.
- f. Distinguish between the U.S. legal system and foreign systems.

LW-LEG 9 Analyze the impact of the Fourth, Fifth, Sixth and Fourteenth Amendments on the provision of legal services.

- a. State the methods for taking a person into custody.
- b. List the elements of an arrest warrant.
- c. Describe how an arrest warrant is obtained.
- d. Describe how information to establish probable cause is evaluated.
- e. Describe the powers of the police and rights of the individual in arrest situations.
- f. Describe the limits of government under the 4th Amendment.
- g. Using cases and examples, describe how the rights of the individual to privacy and the need to gather information by the government are balanced.
- h. Identify the differences between search and seizure rights of U.S. citizens and those of other countries.
- i. Evaluate situations and determine if evidence is admissible under the 4th Amendment.
- j. Define the terms interrogate and self-incrimination, booking, arraignment, bail and personal recognizance.
- k. List the purposes of interrogation and how results of interrogations can be used in trials.
- l. List the conditions under which confessions can be obtained.
- m. Describe the uses and reasons for Miranda rights.
- n. Lists the limits of interrogation and legal methods.
- o. State the conditions under which a confession is not admissible.
- p. Summarize trial, jury and due process rights.
- q. Describe the proceedings before a trial, including the roles of the police, the courts and the defense attorney.
- r. Describe the processes for bail and pretrial release.
- s. Summarize the rights and processes related to a fair trial and the right to a jury trial.
- t. List the rights to a fair trial and the reasons a jury trial may not be required.
- u. Explain subpoena rights and their importance.
- v. Explain the workings of immunity laws and how they affect witnesses.
- w. Describe the pros and cons of the use of a public defender.
- x. Summarize the concepts and procedures related to due process.
- y. Describe the differences between the 5th and 14th Amendments in terms of due process.
- z. Describe the differences between substantive and procedural due process.
- aa. List the due process procedures and rights of students in the school system.
- bb. List the five constitutional amendments involving equality concepts and rights.
- cc. Describe the rational basis rights to determine discrimination.
- dd. List statutes that protect non-citizens.

- ee. List rights non-citizens have to prevent self-incrimination.
- ff. State the limits of interrogation and the use of force.

LW-SEC 01 Demonstrate effective communications skills (e.g., writing, speaking, listening and nonverbal communication) when communicating security-related directives, technical concepts and other information.

- a. Paraphrase and repeat information to confirm understanding.
- b. Record and summarize information in written notes.
- c. Following formal presentations, explain the meaning of technical concepts, knowledge and vocabulary.
- d. Explain the importance of word choice and particular phrases used in routine and emergency situations.
- e. Following informal discussions, explain the meaning of technical concepts, knowledge and vocabulary.
- f. Clarify purpose and goals of meetings and discussions.
- g. Use active listening skills.
- h. Summarize results of meetings, including agreements and disagreements.
- i. Use correct grammar and spelling.
- j. Use reference information effectively and accurately.
- k. Structure ideas and arguments in a persuasive manner supported with relevant examples.
- l. Use visual aids and presentation technology to support formal presentations.
- m. Use technical terms and concepts related to security and protective services correctly.
- n. Use correct organization and structure to achieve coherence.
- o. Understand the importance of written documentation from a management, legal and evidentiary perspective.
- p. No Sample Indicator.
- q. Interpret body language clues to discern facts from fabrication.
- r. Recognize eye movement clues that discern fact from fabrication.
- s. Listen to voice tone, speed, volume and inflection to discern facts from fabrication.

LW-SEC 02 Utilize conflict resolution skills to resolve conflicts among individuals.

- a. Describe the basic psychological needs that motivate behavior (belonging, power, freedom, fun).
- b. Describe the role limited resources (time, money, property) play in generating conflict.
- c. Describe the role that different values play in generating conflict (beliefs, priorities, principles).
- d. Identify the primary motivators for conflict in different conflict situations.
- e. Describe the soft response approach (avoidance, compromise and accommodation) and the typical reasons for using that approach.
- f. Describe the hard response approach (force, threats, aggression and anger) and the typical reasons for using that approach.
- g. Describe the principled responses approach (use of good communications skills, problem-solving skills and the ability to see the problem from more than one perspective) and the typical reasons for using that approach.
- h. Given different conflict situations and the ensuing responses to that conflict, identify the type of response and the probable outcomes, as well as the types of motivators for the conflict.
- i. Describe the negotiation process and how it is typically used.
- j. Describe the mediation process and how it is typically used.
- k. Describe the consensus (group) conflict resolution process and how it is typically used.
- l. Given certain scenarios or cases, identify the conflict resolution process used and the pros and cons of using that process in those situations.
- m. Describe the essential elements of conflict resolution.

- n. Describe the abilities individuals should possess to use principle-centered conflict resolution processes.
- o. Describe the basic steps for principle-centered conflict resolution processes.
- p. Observe and critique the use of one or more principle-centered conflict resolution processes.
- q. Use one or more principle-centered conflict resolution processes in role plays and/or actual situations.

LW-SEC 03 Compare and contrast the roles, responsibilities, tools and techniques of the criminal justice and security fields.

- a. List the components of the criminal justice system.
- b. Explain basic functions of each component.
- c. List the components of the security field.
- d. Explain basic functions of each component.
- e. Explain the difference in the basic approach between the security field and the law enforcement component of the criminal justice system (proactive vs. reactive).
- f. Explain the difference in authority and jurisdiction (e.g., arrest authority, what is enforced, warrants).
- g. Explain the differences in employment status (public or private security vs. law enforcement, public only).
- h. Summarize proprietary security operations, including why and how they are used.
- i. Give examples of proprietary and security operations
- j. Summarize contract security operations including why and how they are used.
- k. Identify characteristics of contract security and give examples of contract security operations.
- l. Identify the advantages and disadvantages of proprietary and security operations.

LW-SEC 04 Describe the legal, regulatory and organizational guidelines governing the security and protective services.

- a. Report on findings.
- b. Identify and describe typical workplace health hazards.
- c. Identify and describe typical workplace safety hazards.
- d. Identify and describe typical workplace environmental hazards.
- e. Perform regular audits and inspections to find potential problems.
- f. Document inspections and submit reports.
- g. Interview those involved in incident using effective communications skills.
- h. Secure and document observations of incident scene.
- i. Document information on incident using writing skills.
- j. Define the term hazardous material.
- k. Describe the effects of hazardous material events on society.
- l. Identify the concepts of toxicology.
- m. Obtain local information about transporting hazardous materials and report on findings.
- n. Outline a typical Incident Management System.

LW-SEC 05 Analyze the impact of federal, state and local laws on the security and protective services field.

- a. Give examples of criminal law.
- b. Give examples of civil law.
- c. Explain the differences between the two types of laws.
- d. List the constitutional amendments affecting private security.
- e. Explain how the Bill of Rights affects private security.

- f. Give specific examples to show how private security operations are affected by the Bill of Rights.
- g. Explain how federal, state and local laws and regulations affect private security.
- h. Give specific examples to show how private security operations are affected by one or more federal, state and/or local law.
- i. Given certain security situations identify the laws and regulations that would affect how the private security operation would handle that situation.
- j. Discuss the relevance of administrative law and the impact of regulatory agencies on corporate operations and security.
- k. Explain how federal, state and local laws and regulations affect government security.
- l. Give specific examples to show how government security operations are affected by one or more federal, state and/or local law.
- m. Given certain security situations, identify the laws and regulations that would affect how the government security operation would handle that situation.
- n. Explain how juvenile laws affect private security.
- o. Give specific examples to show how private security operations are affected by one or more juvenile laws.

LW-SEC 06 Apply ethical and legal responsibilities of security and protective services personnel to various situations in the security and protective services field.

- a. Differentiate between ethical and legal responsibilities in different roles and functions.
- b. Evaluate alternative responses in private security situations based on legal responsibilities and employer policies.
- c. Evaluate alternative responses in private security situations based on ethical responsibilities.
- d. Determine and explain the most appropriate response to specific private security situations based on legal and ethical considerations.
- e. Given a specific situation, outline strategies for responding to unethical and illegal actions in different workplace situations by organizations.
- f. Given a specific situation, outline strategies for responding to unethical or illegal actions in different workplace situations by individuals.
- g. Evaluate alternative responses in private security situations to unethical or illegal actions by individuals and select best approach and justify that selection.

LW-SEC 07 Analyze the impact of the Fourth, Fifth, Sixth and Fourteenth Amendments on the security and protective services.

- a. State the methods for taking a person into custody.
- b. List the elements of an arrest warrant.
- c. Describe how an arrest warrant is obtained.
- d. Describe how information to establish probable cause is evaluated.
- e. Describe the powers of the police and rights of the individual in arrest situations.
- f. Describe the limits of government under the 4th Amendment.
- g. Using cases and examples, describe how the rights of the individual to privacy and the need to gather information by the government are balanced.
- h. Identify the differences between search and seizure rights of U.S. citizens and those of other countries.
- i. Evaluate situations and determine if evidence is admissible under the 4th Amendment.
- j. Define the terms interrogate, self-incrimination, booking, arraignment, bail and personal recognizance.
- k. List the purposes of interrogation and how the results of the interrogation can be used in trials.
- l. List the conditions under which confessions can be obtained.
- m. Describe the uses and reasons for Miranda rights.
- n. List the limits of interrogation and legal methods.
- o. State the conditions under which a confession is not admissible.
- p. Summarize trial, jury and due process rights.
- q. Describe the proceedings before a trial, including the roles of the police, the courts and the defense attorney.
- r. Describe the processes for bail and pretrial release.
- s. Summarize the rights and processes related to a fair trial and the right to a jury trial.
- t. List the rights to a fair trial and the reasons a jury trial may not be required.

- u. Explain subpoena rights and their importance.
- v. Explain immunity laws and how they affect witnesses.
- w. Describe the pros and cons of the use of a public defender.
- x. Summarize the concepts and procedures related to due process.
- y. Describe the differences between the 5th and 14th amendments in terms of due process.
- z. Describe differences between substantive and procedural due process.
- aa. List the due process procedures and rights of students in the school system.
- bb. List the five constitutional amendments involving equality concepts and rights.
- cc. Describe the rational basis rights to determine discrimination.

LW-SEC 08 Compare and contrast the different career fields in the security and protective services.

- a. Identify the primary career tracks in the security field.
- b. List progressively likely positions as one progresses up one or more career tracks or ladders.
- c. Identify education and industry credentialing requirements in the security field.
- d. Interview and prepare a report on the career progression of one or more professional in the security and protective services field.
- e. Identify interests, abilities and preferences related to careers through a variety of assessment methods.
- f. Select one or more preferred career tracks and outline the requirements for them.
- g. Develop a career plan that lists education, skill and knowledge requirements.

LW-SEC 09 Evaluate the application and relevance of crime prevention concepts and security assessments to security and protective services functions.

- a. Identify the three elements of the "crime triangle" (motive, opportunity and capability).
- b. Explain the importance of the "crime triangle" concept from a crime prevention perspective.
- c. Identify the 4 D's of security and crime prevention (Deter, Delay, Detect, Deny).
- d. Give an example of how each of the 4 D's can be used to prevent a crime from being successfully completed.
- e. Identify and explain the key elements of CPTED (territoriality, defensible space and natural surveillance).
- f. Give three examples of how CPTED can be applied to a school campus.
- g. Explain the two most important benefits of using CPTED.
- h. Explain the difference between a survey and an inspection.
- i. Describe the four types of security surveys.
- j. Explain the techniques used in conducting a survey.
- k. Describe the advantages and disadvantages of using checklists in conducting surveys and inspections.
- l. Identify four types of security exercises.
- m. Identify five areas that be evaluated in a security exercise.
- n. Explain the safety issues involved in planning and conducting security exercises.

LW-SEC 10 Explain the application of risk management principles to the protection of assets in various settings.

- a. Define "threat" from a security perspective.
- b. Describe the three sources of threats (natural, intentional and unintentional).
- c. Given a list of threats, correctly assign them to one of the three source categories.
- d. Define "vulnerability" from a security perspective.
- e. Describe the physical, procedural and electronic vulnerabilities.

- f. Describe the types and techniques of vulnerability assessments.
- g. Discuss the importance of documenting vulnerabilities and demonstrate the ability to prepare vulnerability reports.
- h. Prepare vulnerability reports.
- i. Describe risk-management strategies (risk spreading, risk transfer, risk reduction, risk acceptance and risk avoidance) from a security perspective.
- j. Describe the concept of impact as it pertains to risk management.
- k. Discuss various ways to evaluate risk including probability, capability and loss expectancy.
- l. Demonstrate the ability to conduct a simple risk analysis.
- m. Present a prioritized list of risks for a given situation.
- n. Relate the results of a risk analysis to security countermeasures.
- o. Describe the basic categories of security countermeasures including physical, procedural, personnel and technical.
- p. Discuss the appropriateness and cost benefit of common security countermeasures in various situations.

LW-SEC 11 Describe the importance of utilizing good public relations techniques and building relationships in security and crisis situations.

- a. Describe the use of public relations to communicate information of importance to security concerns.
- b. Discuss the primary role of the public relations function and how it can support or aggravate security objectives.
- c. Describe the circumstances under which security officers might need to deal with members of the news media and/or high-profile visitors or officials.
- d. Demonstrate basic techniques for dealing with the media and high-profile visitors or officials.
- e. Discuss the concept of customer service in a general sense as it relates to the duties of a security officer and a security specialist.
- f. Discuss how customer service can be applied by security officers and security specialists.
- g. Describe how a customer-service approach can enhance the effectiveness of the security function.
- h. Provide examples of how the customer-service concept can support security objectives.
- i. Define "liaison" as it applies to the security function.
- j. Explain why liaison is important in security operations.
- k. Give examples of organizations with which liaison relationships are important including public agencies, internal departments and other organizations.

LW-SEC 12 Describe the role of security systems in an overall security strategy.

- a. Explain the purposes of an access control system.
- b. Identify four types of access control systems.
- c. Identify four types of biometric access control systems.
- d. Identify three types of screening technology.
- e. Identify the basic components of a closed circuit television (CCTV) system.
- f. Explain the types of auxiliary components used with CCTV systems and the circumstances under which they would be used.
- g. Identify the basic components of an IDS.
- h. Identify the five potential layers in a high-security IDS.
- i. Identify three types of interior sensors and three types of exterior sensors.
- j. Explain how three types of interior sensors and three types of exterior sensors are used.
- k. Identify the two primary types of barriers and give examples of each.
- l. Identify the characteristics of security fencing.
- m. Identify four types of locks.
- n. Identify the elements of an effective key control system.
- o. Identify the two primary types of protective lighting.
- p. Explain three of the basic principles used in protective lighting systems.

- q. Identify four types of light sources.
- r. List the advantages and disadvantages of each type of lighting system.
- s. Identify four types of security communications systems.
- t. Identify the types of systems typically monitored at a security control center.

LW-SEC 13 Explain the duties of security and protective services personnel in terrorism, homeland security and disaster preparedness.

- a. Explain what is meant by terrorism.
- b. Explain how a terrorist act differs from other criminal acts.
- c. Identify three objectives terrorists may try to achieve in carrying out their attacks.
- d. Explain the three categories into which domestic terrorist groups are normally divided.
- e. Identify five of the tactics frequently used by terrorists.
- f. Explain what is meant by weapons of mass destruction.
- g. Summarize anti-terrorism measures that may be used in securing transportation activities including air, maritime and other modes of transportation.
- h. Summarize the concept of critical infrastructure protection.
- i. List the sectors that are considered as critical infrastructure.
- j. Analyze the role of critical infrastructure protection.
- k. Summarize the key infrastructure protection tactics for protecting potential targets of terrorism.
- l. Summarize the key infrastructure protection tactics for protecting potential targets of natural disaster.
- m. Summarize the roles of emergency/first responders in preparedness and response systems during and after disaster situations.
- n. Describe the role of fire and emergency services and law enforcement in the Incident Command System (ICS).
- o. Explain the typical command structure.
- p. Describe an example of how these elements work in an actual or scenario based situation.
- q. Identify the typical agencies that are involved in the ICS.

LW-SEC 14 Apply basic management principles for the effective supervision and management of a security force or an organization's security program.

- a. Explain the organizing responsibilities of a security supervisor.
- b. Explain the supervising responsibilities of a security supervisor.
- c. Explain the difference between organizing and supervising responsibilities.
- d. Define and compare horizontal and vertical organizations.
- e. Describe the pros and cons of each type of organization.
- f. List the factors that need to be considered in determining how many security officers to assign for a given task.
- g. List the factors that need to be considered in determining whether fixed posts or roving patrols should be used in a given situation.
- h. Discuss basic qualifications and training needs for security officers.
- i. Discuss licensing requirements for security officers.
- j. Discuss advancement opportunities for security officers.
- k. Discuss leadership and motivation techniques that can be used in the security industry.
- l. Discuss diversity and inter-personal relationship issues as they apply to teamwork in the security industry.

LW-SEC 15 Perform the roles and responsibilities of a security officer, including basic incident response.

- a. Identify the three types of bomb incidents.
- b. Explain the actions to be taken by someone who receives a bomb threat.

- c. Identify the possible responses upon receipt of a bomb threat.
- d. Explain the actions to be taken upon discovery of an actual or suspected explosive device.
- e. Explain the sequence in which a building should be searched.
- f. Describe the circumstances under which security officers might encounter medical emergencies.
- g. Identify the roles of key players in medical emergencies including Emergency Medical Services personnel, other medical personnel, law enforcement officials and bystanders.
- h. Identify the steps that security officers should take to attend to medical emergencies when they are the first responder.
- i. Identify the steps that security officers should take to attend to medical emergencies when they arrive on the scene subsequent to others.
- j. Demonstrate knowledge of immediate action to take in life-threatening medical situations.
- k. Discuss the legal implications of responding to medical emergencies.
- l. Describe the circumstances under which security officers might encounter utility outages or emergencies including power outage, environmental control malfunctions, water outage and telecommunications outage.
- m. Demonstrate knowledge of immediate action to take during utility outages and emergencies.
- n. Identify the subsequent steps that security officers should take to attend to utility outages and emergencies.
- o. Develop sample contingency plans for one type of utility outage/emergency.
- p. Identify the four elements necessary for a fire to exist.
- q. Identify the four categories of fires.
- r. Identify three types of fire extinguishers.
- s. Identify three signals indicating potential fire hazards.
- t. Explain the actions to be taken upon discovering a fire.
- u. Explain what is meant by hazardous material or HazMat.
- v. Give four examples of HazMat.
- w. Explain the actions to be taken upon discovering a HazMat incident.
- x. Identify three indicators that a building intrusion has occurred.
- y. Explain the actions to be taken upon discovering an intrusion.
- z. Describe the reasons that security officers in particular may need to deal with people who are angry, unpleasant, or emotionally disturbed.
- aa. Identify the primary indications of anger in a person.
- bb. Identify basic conflict resolution techniques.
- cc. Describe the best means to avoid escalating a potentially violent situation.
- dd. Discuss situations where the use of force might be appropriate.
- ee. Discuss how force should be applied in a deliberate and sequential manner.
- ff. Discuss the legal implications of using force while performing a security function.
- gg. Describe the circumstances under which security officers might encounter crime scenes and be able to recognize those situations.
- hh. Identify the roles of key players in crime scene processing including Emergency Medical Services personnel, law enforcement officials and bystanders.
- ii. Describe the steps that security officers should take to assist in crime scene identification, protection and processing.
- jj. Demonstrate understanding of basic crime scene processing techniques, evidence collection and evidence preservation.

LW-SEC 16 Compare types and techniques of security approaches within the public and private sectors.

- a. Give examples of internal threats to a company, organization or government agency.
- b. Describe the basic steps in applicant screening and pre-employment background investigations.
- c. Discuss legal issues surrounding applicant screening and background investigations.

- d. Discuss the role of the human resources office (or equivalent) in handling security issues.
- e. Summarize investigative methods and techniques used in security investigations.
- f. Explain the purpose of an investigation.
- g. List the factors in determining who should conduct a particular investigation based on jurisdiction and nature.
- h. Describe the basic steps of an investigation and why each is important to the outcome.
- i. Explain how investigative results are used for both immediate and future. needs.

LW-SEC 17 Demonstrate the concepts and techniques used to ensure the security of information-based and intangible assets.

- a. Discuss the concept of privacy and why it is important.
- b. Explain why particular information might be sensitive to a company, organization, or government agency.
- c. Discuss the threat of industrial and international espionage.
- d. Discuss different ways in which sensitive information is identified including proprietary, intellectual property, classified, trade secret, copyright and others and the laws that are designed to protect these types of information.
- e. Describe the primary techniques to protect sensitive information.
- f. Explain the uses of IT systems (e.g., computers, telecommunications systems, reproduction systems, digital imaging and wireless technologies) in business and government settings.
- g. List the primary types of IT security threats (both cyber and traditional) facing both hardware and software of personal computers, workstations and networks.
- h. Give examples of security measures that can protect against the most common threats identified for IT.
- i. Discuss the role of the security specialist in IT systems security and identify other departments, agencies, or specialists that play a key role.

LW-SEC 18 Summarize the importance and roles of intelligence analysis in crime prevention and homeland security.

- a. Define flow analysis and demonstrate the ability to use the process.
- b. Define analytical writing and demonstrate the ability to use the technique.
- c. Define geographic analysis of criminal activity and demonstrate the ability to use the process.
- d. Define financial analysis and demonstrate the ability to use the process in a case study or scenario.
- e. Identify the specific activities that occurred for each step of the intelligence cycle when given a large case that includes all aspects of the intelligence cycle.
- f. Identify the results of each of the steps.
- g. Outline at least one crime pattern analysis process.
- h. Complete a crime pattern analysis when given a case or scenario.
- i. Identify similarities and differences between the crime and other incidents.
- j. Develop proposals based on the findings that would help either predict or prevent future criminal or terrorist activity.
- k. Determine customers' individual needs.
- l. Project a professional business image (e.g., appearance, voice, grammar, word usage, enunciation, nonverbal communication).
- m. Interact with customers and colleagues in a professional manner (e.g., prompt, friendly, courteous, respectful, helpful, knowledgeable, understandable).
- n. Ensure that your assistance promotes the best interests of the company.
- o. Comply with established business protocols and company policies.
- p. Communicate company policies to customers.
- q. Handle merchandise returns in accordance with customer service policy.
- r. Handle customer complaints in accordance with customer service policy.
- s. Facilitate customer service through the maintenance of key information systems.
- t. Follow through on commitments made to customers (e.g., special orders, delivery specifications, new items).

u. Maintain customer base.