LAW ENFORCEMENT CURRICULUM FRAMEWORK

This document was prepared by:

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INTRODUCTION

The Nevada CTE Curriculum Frameworks are a resource for Nevada's public and charter schools to design, implement, and assess their CTE programs and curriculum. The content standards identified in this document are listed as a model for the development of local district programs and curriculum. They represent rigorous and relevant expectations for student performance, knowledge, and skill attainment which have been validated by industry representatives.

The intent of this document is to provide a resource to districts as they develop and implement CTE programs and curricula.

This program ensures the following thresholds are met:

- The CTE course and course sequence teaches the knowledge and skills required by industry through applied learning methodology and, where appropriate, work-based learning experiences that prepare students for careers in high-wage, high-skill and/or high-demand fields. Regional and state economic development priorities shall play an important role in determining program approval. Some courses also provide instruction focused on personal development.
- The CTE course and course sequence includes leadership and employability skills as an integral part of the curriculum.
- The CTE course and course sequence are part of a rigorous program of study and include sufficient technical challenge to meet state and/or industry-standards.

The CTE program components include the following items:

- Program of Study
- State Skill Standards
- Employability Skills for Career Readiness Standards
- Career Technical Student Organizations (CTSO)
- Curriculum Framework
- CTE Assessments:
    - Workplace Readiness Skills Assessment
    - End-of-Program Technical Assessment
- Certificate of Skill Attainment
- CTE Endorsement on a High School Diploma
- CTE College Credit

NEVADA DEPARTMENT OF EDUCATION
CURRICULUM FRAMEWORK FOR
LAW ENFORCEMENT

PROGRAM TITLE:	**LAW ENFORCEMENT**
STATE SKILL STANDARDS:	**LAW ENFORCEMENT**
STANDARDS REFERENCE CODE:	LAW
CAREER CLUSTER:	**LAW, PUBLIC SAFETY, CORRECTIONS AND SECURITY**
CAREER PATHWAY:	**LAW ENFORCEMENT SERVICES**
PROGRAM LENGTH:	**3 LEVELS (L1, L2, L3C)**
PROGRAM ASSESSMENT	**LAW ENFORCEMENT WORKPLACE READINESS SKILLS**
CTSO:	**hosa: Future Health Professionals** **SKILLSUSA**
GRADE LEVEL:	**9-12**
AVAILABLE INDUSTRY CERTIFICATIONS/LICENSES PROVIDERS:	**FIRST AID** **ICS** **CPR** **HIPAA**

PROGRAM PURPOSE

The purpose of this program is to prepare students for postsecondary education and employment in the Law Enforcement industry.

The program includes the following state standards:

- Nevada CTE Skill Standards: Law Enforcement
- Employability Skills for Career Readiness
- Nevada Academic Content Standards (alignment shown in the Nevada CTE Skill Standards):
  - Science (based on the Next Generation Science Standards)
  - English Language Arts (based on the Common Core State Standards)
  - Mathematics (based on the Common Core State Standards)
- Common Career Technical Core (alignment shown in the Nevada CTE Skill Standards)

CAREER CLUSTERS

The National Career Clusters™ Framework provides a vital structure for organizing and delivering quality CTE programs through learning and comprehensive programs of study (POS). In total, there are 16 Career Clusters in the National Career Clusters™ Framework, representing more than 79 Career Pathways to help students navigate their way to greater success in college and career. As an organizing tool for curriculum design and instruction, Career Clusters™ provide the essential knowledge and skills for the 16 Career Clusters™ and their Career Pathways.*

*Cite: National Association of State Directors of Career Technical Education Consortium. (2012). Retrieved from http://www.careertech.org/career-clusters/glance/careerclusters.html

PROGRAM OF STUDY

The program of study illustrates the sequence of academic and career and technical education coursework that is necessary for the student to successfully transition into postsecondary educational opportunities and employment in their chosen career path. (NAC 389.803)

PROGRAM STRUCTURE

The core course sequencing provided in the following table serves as a guide to schools for their programs of study. Each course is listed in the order in which it should be taught and has a designated level. Complete program sequences are essential for the successful delivery of all state standards in each program area.

LAW ENFORCEMENT Core Course Sequence	
COURSE NAME	LEVEL
Law Enforcement I or Foundations of Public Safety	L1
Law Enforcement II	L2
Law Enforcement III	L3C
Law Enforcement Advanced Studies*	AS

   *Complementary Courses

STATE SKILL STANDARDS

The state skill standards are designed to clearly state what the student should know and be able to do upon completion of an advanced high school career and technical education (CTE) program. The standards are designed for the student to complete all standards through their completion of a program of study. The standards are designed to prepare the student for the end-of-program technical assessment directly aligned to the standards. (Paragraph (a) of Subsection 1 of NAC 389.800)

EMPLOYABILITY SKILLS FOR CAREER READINESS STANDARDS

Employability skills, often referred to as "soft skills", have for many years been a recognizable component of the standards and curriculum in career and technical education programs. The twenty-one standards are organized into three areas: (1) Personal Qualities and People Skills; (2) Professional Knowledge and Skills; and (3) Technology Knowledge and Skills. The standards are designed to ensure students graduate high school properly prepared with skills employers prioritize as the most important. Instruction on all twenty-one standards must be part of each course of the CTE program. (Paragraph (d) of Subsection 1 of NAC 389.800)

CURRICULUM FRAMEWORK

The Nevada CTE Curriculum Frameworks are organized utilizing the recommended course sequencing listed in the Program of Study and the CTE Course Catalog. The framework identifies the recommended content standards, performance standards, and performance indicators that should be taught in each course.

CAREER AND TECHNICAL STUDENT ORGANIZATIONS (CTSOS)

To further the development of leadership and technical skills, students must have opportunities to participate in one or more of the Career and Technical Student Organizations (CTSOs). CTSOs develop character, citizenship, and the technical, leadership and teamwork skills essential for the workforce and their further education. Their activities are considered a part of the instructional day when they are directly related to the competencies and objectives in the course. (Paragraph (a) of Subsection 3 of NAC 389.800)

WORKPLACE READINESS SKILLS ASSESSMENT

The Workplace Readiness Skills Assessment has been developed to align with the Nevada CTE Employability Skills for Career Readiness Standards. This assessment provides a measurement of student employability skills attainment. Students who complete a program will be assessed on their skill attainment during the completion level course. Completion level courses are identified by the letter "C".
(e.g., Level = L3C) (Paragraph (d) of Subsection 1 of NAC 389.800)

END-OF-PROGRAM TECHNICAL ASSESSMENT

An end-of-program technical assessment has been developed to align with the Nevada CTE Skill Standards for this program. This assessment provides a measurement of student technical skill attainment. Students who complete a program will be assessed on their skill attainment during the completion level course. Completion level courses are identified by the letter "C". (e.g., Level = L3C)
(Paragraph (e) of Subsection 1 of NAC 389.800)

CERTIFICATE OF SKILL ATTAINMENT

Each student who completes a course of study must be awarded a certificate which states that they have attained specific skills in the industry being studied and meets the following criteria: A student must maintain a 3.0 grade point average in their approved course of study, pass the Workplace Readiness Skills Assessment, and pass the end-of-program technical assessment. (Subsection 4 of NAC 389.800)

CTE ENDORSEMENT ON A HIGH SCHOOL DIPLOMA

A student qualifies for a CTE endorsement on their high school diploma after successfully completing the following criteria: 1) successful completion of a CTE course of study in a program area, 2) successful completion of academic requirements governing receipt of a standard diploma, and 3) meet all requirements for the issuance of the Certificate of Skill Attainment. (NAC 389.815)

CTE COLLEGE CREDIT

CTE College Credit is awarded to students based on articulation agreements established by each college for the CTE program, where the colleges will determine the credit value of a full high school CTE program based on course alignment. An articulation agreement will be established for each CTE program designating the number of articulated credits each college will award to students who complete the program.

CTE College Credit is awarded to students who: (1) complete the CTE course sequence with a grade-point average of 3.0 or higher; (2) pass the state end-of-program technical assessment for the program; and (3) pass the Workplace Readiness Assessment for employability skills.

Pre-existing articulation agreements will be recognized until new agreements are established according to current state policy and the criteria shown above.

Please refer to the local high school's course catalog or contact the local high school counselor for more information. (Paragraph (b) of Subsection 3 of NAC 389.800)

ACADEMIC CREDIT FOR CTE COURSEWORK

Career and technical education courses meet the credit requirements for high school graduation (1 unit of arts and humanities or career and technical education). Some career and technical education courses meet academic credit for high school graduation. Please refer to the local high school's course catalog or contact the local high school counselor for more information. (NAC 389.672)

CORE COURSE:
RECOMMENDED STUDENT PERFORMANCE STANDARDS

Students enrolled in this sequence have the option of Foundations of Public Safety or Law Enforcement I for the L1 class.

OPTION A

COURSE TITLE:	**Law Enforcement I**
ABBR. NAME:	**LAW ENFORCE I**
CREDITS:	**1**
LEVEL:	**L1**
CIP CODE:	**43.0107**
PREREQUISITE:	**None**
CTSO:	**hosa: Future Health Professionals** **SkillsUSA**

COURSE DESCRIPTION

This course will provide the foundations for students interested in careers in law enforcement and security. Areas of study include ethics, historical development of law enforcement, legal processes, and healthy wellness. The appropriate use of technology and industry-standard equipment is an integral part of this course.

TECHNICAL STANDARDS

CONTENT STANDARD 1.0 : COMPREHEND THE HISTORICAL DEVELOPMENTS OF LAW ENFORCEMENT

Performance Standard 1.1 : Analyze the Social Requirements Imposed Upon Law Enforcement
Performance Indicators : 1.1.1-1.1.3

Performance Standard 1.2: Determine the English Roots of Modern Law Enforcement
Performance Indicators : 1.2.1-1.2.2

Performance Standard 1.3 : Interpret the Impact of U.S. Law Enforcement on Society
Performance Indicators : 1.3.1-1.3.3

Performance Standard 1.4 : Understand Local Law Enforcement History
Performance Indicators : 1.4.1

CONTENT STANDARD 2.0 : IDENTIFY KEY ORGANIZATIONAL SYSTEMS

Performance Standard 2.1 : Describe the Scope of Departmental Organizations
Performance Indicators : 2.1.1-2.1.3

Performance Standard 2.2 : Identify Quality Control Systems and Practices
Performance Indicators : 2.2.1-2.2.2

CONTENT STANDARD 3.0 : UNDERSTAND THE IMPORTANCE OF HEALTH, SAFETY AND ENVIRONMENT

Performance Standard 3.1 : Implement Personal and Departmental Safety Regulations
Performance Indicators : 3.1.1-3.1.5

Performance Standard 3.2 : Employee Rights and Responsibilities
Performance Indicators : 3.2.1-3.2.2

Performance Standard 3.3 : Employ Emergency Procedures and Disaster Response Plans
Performance Indicators : 3.3.1-3.3.5

CONTENT STANDARD 4.0 : **IMPLEMENT EFFECTIVE COMMUNICATION SKILLS**

Performance Standard 4.1 : Analyze the Concept of Command Presence

Performance Indicators : 4.1.1-4.1.3

Performance Standard 4.2 : Demonstrate Nonverbal/Verbal Communication

Performance Indicators : 4.2.1-4.2.4

Performance Standard 4.3 : Evaluate Professional Appearance

Performance Indicators : 4.3.1-4.3.2

CONTENT STANDARD 5.0 : **UNDERSTAND IMPORTANCE OF ETHICS AND LEGAL RESPONSIBILITIES**

Performance Standard 5.1 : Apply Ethical Reasoning to Workplace Situations

Performance Indicators : 5.1.1-5.1.4

Performance Standard 5.2 : Interpret Written Agency Policies and Procedures

Performance Indicators : 5.2.1-5.2.3

Performance Standard 5.3: Applying Ethical Concepts

Performance Indicators : 5.3.1-5.3.6

CONTENT STANDARD 6.0 : **DEMONSTRATE LEADERSHIP AND TEAMWORK**

Performance Standard 6.1 : Identify Leadership Skills

Performance Indicators : 6.1.1-6.1.3

Performance Standard 6.2 : Employ Teamwork Skills

Performance Indicators : 6.2.1-6.2.3

EMPLOYABILITY SKILLS FOR CAREER READINESS STANDARDS

CONTENT STANDARD 1.0 : **DEMONSTRATE EMPLOYABILITY SKILLS FOR CAREER READINESS**

Performance Standard 1.1 : Demonstrate Personal Qualities and People Skills

Performance Indicators : 1.1.1-1.1.7

Performance Standard 1.2 : Demonstrate Professional Knowledge and Skills

Performance Indicators : 1.2.1-1.2.10

Performance Standard 1.3 : Demonstrate Technology Knowledge and Skills

Performance Indicators : 1.3.1-1.3.4

ALIGNMENT TO THE NEVADA ACADEMIC CONTENT STANDARDS*

English Language Arts: Reading Standards for Literacy in Science and Technical Subjects

Writing Standards for Literacy in Science and Technical Subjects

Speaking and Listening

Mathematics: Mathematical Practices

Geometry-Congruence

Geometry-Circles

Science: Nature of Science

Physical Science

Life Science

* Refer to the Law Enforcement Standards for alignment by performance indicator

CORE COURSE:
RECOMMENDED STUDENT PERFORMANCE STANDARDS

Students enrolled in this sequence have the option of Foundations of Public Safety or Law Enforcement I for the L1 class.

OPTION B

COURSE TITLE:	**Foundations of Public Safety**
ABBR. NAME:	**FOUN PUBLIC SAFETY**
CREDITS:	**1**
LEVEL:	**L1**
CIP CODE:	**43.9999**
PREREQUISITE:	**None**
CTSO:	**hosa: Future Health Professionals** **SkillsUSA**

COURSE DESCRIPTION

This course is designed as the foundation for a career pathway in Law, Public Safety, Corrections and Security. Students are introduced to the elements and principles of emergency and fire management services, law enforcement services, legal services, and security and protective services.

TECHNICAL STANDARDS

CONTENT STANDARD 1.0 : COMPREHEND THE HISTORICAL DEVELOPMENTS OF LAW ENFORCEMENT

Performance Standard 1.1 : Analyze the Social Requirements Imposed Upon Law Enforcement

Performance Indicators : 1.1.1-1.1.3

Performance Standard 1.2: Determine the English Roots of Modern Law Enforcement

Performance Indicators : 1.2.1-1.2.2

Performance Standard 1.3 : Interpret the Impact of U.S. Law Enforcement on Society

Performance Indicators : 1.3.1-1.3.3

Performance Standard 1.4 : Understand Local Law Enforcement History

Performance Indicators : 1.4.1

CONTENT STANDARD 2.0 : IDENTIFY KEY ORGANIZATIONAL SYSTEMS

Performance Standard 2.1 : Describe the Scope of Departmental Organizations

Performance Indicators : 2.1.1-2.1.3

Performance Standard 2.2 : Identify Quality Control Systems and Practices

Performance Indicators : 2.2.1-2.2.2

CONTENT STANDARD 3.0 : UNDERSTAND THE IMPORTANCE OF HEALTH, SAFETY AND ENVIRONMENT

Performance Standard 3.1 : Implement Personal and Departmental Safety Regulations

Performance Indicators : 3.1.1-3.1.5

Performance Standard 3.2 : Employee Rights and Responsibilities

Performance Indicators : 3.2.1-3.2.2

Performance Standard 3.3 : Employ Emergency Procedures and Disaster Response Plans

Performance Indicators : 3.3.1-3.3.5

CONTENT STANDARD 4.0 : **IMPLEMENT EFFECTIVE COMMUNICATION SKILLS**

Performance Standard 4.1 : Analyze the Concept of Command Presence

Performance Indicators : 4.1.1-4.1.3

Performance Standard 4.2 : Demonstrate Nonverbal/Verbal Communication

Performance Indicators : 4.2.1-4.2.4

Performance Standard 4.3 : Evaluate Professional Appearance

Performance Indicators : 4.3.1-4.3.2

CONTENT STANDARD 5.0 : **UNDERSTAND IMPORTANCE OF ETHICS AND LEGAL RESPONSIBILITIES**

Performance Standard 5.1 : Apply Ethical Reasoning to Workplace Situations

Performance Indicators : 5.1.1-5.1.4

Performance Standard 5.2 : Interpret Written Agency Policies and Procedures

Performance Indicators : 5.2.1-5.2.3

Performance Standard 5.3: Applying Ethical Concepts

Performance Indicators : 5.3.1-5.3.6

CONTENT STANDARD 6.0 : **DEMONSTRATE LEADERSHIP AND TEAMWORK**

Performance Standard 6.1 : Identify Leadership Skills

Performance Indicators : 6.1.1-6.1.3

Performance Standard 6.2 : Employ Teamwork Skills

Performance Indicators : 6.2.1-6.2.3

EMPLOYABILITY SKILLS FOR CAREER READINESS STANDARDS

CONTENT STANDARD 1.0 : **DEMONSTRATE EMPLOYABILITY SKILLS FOR CAREER READINESS**

Performance Standard 1.1 : Demonstrate Personal Qualities and People Skills

Performance Indicators : 1.1.1-1.1.7

Performance Standard 1.2 : Demonstrate Professional Knowledge and Skills

Performance Indicators : 1.2.1-1.2.10

Performance Standard 1.3 : Demonstrate Technology Knowledge and Skills

Performance Indicators : 1.3.1-1.3.4

ALIGNMENT TO THE NEVADA ACADEMIC CONTENT STANDARDS*

English Language Arts: Reading Standards for Literacy in Science and Technical Subjects

Writing Standards for Literacy in Science and Technical Subjects

Speaking and Listening

Mathematics: Mathematical Practices

Geometry-Congruence

Geometry-Circles

Science: Nature of Science

Physical Science

Life Science

Earth and Space

* Refer to the Law Enforcement Standards for alignment by performance indicator

CORE COURSE:
RECOMMENDED STUDENT PERFORMANCE STANDARDS

COURSE TITLE:	**Law Enforcement II**
ABBR. NAME:	**LAW ENFORCE II**
CREDITS:	**1**
LEVEL:	**L2**
CIP CODE:	**43.0107**
PREREQUISITE:	**Law Enforcement I or Foundations of Public Safety**
CTSO:	**hosa: Future Health Professionals** **SkillsUSA**

COURSE DESCRIPTION

This course is a continuation of Law Enforcement I or Foundations of Public Safety. This course provides intermediate law enforcement students with instruction in advanced techniques and processes. Areas of study will include basic functions of a law enforcement officer such as patrol functions, ethics, investigations, victimization, and introduction to the criminal justice system. The appropriate use of technology and industry-standard equipment is an integral part of this course.

TECHNICAL STANDARDS

CONTENT STANDARD 7.0 : DESCRIBE THE LAWS AND LEGAL PROCESS

Performance Standard 7.1 : Connect the History of Law and the Application of the Legal Process

Performance Indicators : 7.1.1-7.1.4

Performance Standard 7.2 : Interpret Constitutional Law

Performance Indicators : 7.2.1-7.2.6

Performance Standard 7.3 : Describe Civil Liability Related to Law Enforcement

Performance Indicators : 7.3.1-7.3.4

Performance Standard 7.4 : Apply Criminal Law to Law Enforcement

Performance Indicators : 7.4.1-7.4.5

Performance Standard 7.5 : Apply Procedural Law to Law Enforcement

Performance Indicators : 7.5.1-7.5.7

CONTENT STANDARD 8.0 : EVALUATE THE CRIMINAL JUSTICE SYSTEM

Performance Standard 8.1 : Comprehend the Components of the Criminal Justice System

Performance Indicators : 8.1.1-8.1.4

Performance Standard 8.2 : Examine the United States Court Systems

Performance Indicators : 8.2.1-8.2.3

Performance Standard 8.3 : Identify Courtroom Processes/Demeanor

Performance Indicators : 8.3.1-8.3.8

CONTENT STANDARD 9.0 : EXAMINE THE APPLICATION OF THE USE OF FORCE

Performance Standard 9.1 : Analyze use of Force Concepts

Performance Indicators : 9.1.9-9.1.9

CONTENT STANDARD 10.0 : ANALYZE PATROL FUNCTIONS

Performance Standard 10.1 :   Assess the Responsibilities of Patrol

   Performance Indicators :   10.1.1-10.1.5

Performance Standard 10.2 :   Interpret Directed Patrol

   Performance Indicators :   10.2.1-10.2.3

Performance Standard 10.3 :   Create Effective Police Reports

   Performance Indicators :   10.3.1-10.3.6

Performance Standard 10.4 :   Evaluate Crisis Intervention

   Performance Indicators :   10.4.1-10.4.7

Performance Standard 10.5 :   Analyze Community Policing

   Performance Indicators :   10.5.1-10.5.6

CONTENT STANDARD 11.0 : UNDERSTAND PROCEDURES IN DIVERSITY

Performance Standard 11.1 :   Employ Concepts of Diversity

   Performance Indicators :   11.1.1-11.1.4

EMPLOYABILITY SKILLS FOR CAREER READINESS STANDARDS

CONTENT STANDARD 1.0 :   DEMONSTRATE EMPLOYABILITY SKILLS FOR CAREER READINESS

Performance Standard 1.1 :   Demonstrate Personal Qualities and People Skills

   Performance Indicators :   1.1.1-1.1.7

Performance Standard 1.2 :   Demonstrate Professional Knowledge and Skills

   Performance Indicators :   1.2.1-1.2.10

Performance Standard 1.3 :   Demonstrate Technology Knowledge and Skills

   Performance Indicators :   1.3.1-1.3.4

ALIGNMENT TO THE NEVADA ACADEMIC CONTENT STANDARDS*

English Language Arts: Reading Standards for Literacy in Science and Technical Subjects

   Writing Standards for Literacy in Science and Technical Subjects

   Speaking and Listening

Mathematics: Mathematical Practices

   Geometry-Congruence

   Geometry-Circles

Science: Nature of Science

   Physical Science

   Life Science

   Earth and Space

* Refer to the Law Enforcement Standards for alignment by performance indicator

CORE COURSE:
RECOMMENDED STUDENT PERFORMANCE STANDARDS

COURSE TITLE:	**Law Enforcement III**
ABBR. NAME:	**LAW ENFORCE III**
CREDITS:	**1**
LEVEL:	**L3C**
CIP CODE:	**43.0107**
PREREQUISITE:	**Law Enforcement II**
CTSO:	**hosa: Future Health Professionals** **SkillsUSA**

COURSE DESCRIPTION

This course is a continuation of Law Enforcement II. This course provides advanced law enforcement students with instruction in advanced techniques and processes. Areas of study will include basic functions of a law enforcement officer such as written agency policies, quality control, procedural law, interrogations, use of force, and emergency management. The appropriate use of technology and industry-standard equipment is an integral part of this course. Upon successful completion of this course, students will have acquired entry-level skills for employment and be prepared for postsecondary education.

TECHNICAL STANDARDS

CONTENT STANDARD 12.0 :APPLY CONCEPTS OF INTERVIEWS AND INTERROGATIONS

Performance Standard 12.1 : Employ Effective use of Communication

Performance Indicators : 12.1.1-12.1.4

Performance Standard 12.2 : Demonstrate the Knowledge of the Basic Types of Interviews and Interrogations

Performance Indicators : 12.2.1-12.2.4

CONTENT STANDARD 13.0 : APPLY CONCEPTS OF INVESTIGATIONS

Performance Standard 13.1 : Apply Concepts of Crime Scene Investigations

Performance Indicators : 13.1.1-13.1.7

Performance Standard 13.2 : Understand Investigative Responsibilities

Performance Indicators : 13.2.1-13.2.5

Performance Standard 13.3 : Distinguish Crimes Against Persons

Performance Indicators : 13.3.1-13.3.6

Performance Standard 13.4 : Distinguish Property Crimes

Performance Indicators : 13.4.1-13.4.4

CONTENT STANDARD 14.0 : UNDERSTAND VICTIMIZATION AND LAW ENFORCEMENT RESPONSE

Performance Standard 14.1 : Identify Victimization

Performance Indicators : 14.1.2-14.1.4

Performance Standard 14.2 : Evaluate Personal Safety

Performance Indicators : 14.2.1-14.2.3

Performance Standard 14.3 : Analyze Crime Prevention

Performance Indicators : 14.3.1-14.3.3

CONTENT STANDARD 15.0 : IMPLEMENTING HEALTH AND WELLNESS

Performance Standard 15.1 : Utilize Stress Management

Performance Indicators : 15.1.2-15.1.6

Performance Standard 15.2 : Examine Role of Physical Health

Performance Indicators : 15.2.1-15.2.2

CONTENT STANDARD 16.0 : APPLY EMERGENCY MANAGEMENT

Performance Standard 16.1 : Evaluate Components of the National Incident Management System (NIMS)

Performance Indicators : 16.1.1-16.1.6

Performance Standard 16.2 : Analyze Components of an Incident Command System (ICS)

Performance Indicators : 16.2.1-16.2.4

CONTENT STANDARD 17.0 : EXPLORE CAREER OPPORTUNITIES AVAILABLE

Performance Standard 17.1 : Examine the Field of Emergency Communications

Performance Indicators : 17.1.1-17.1.4

Performance Standard 17.2 : Understanding Civilian Support Positions

Performance Indicators : 17.2.1-17.2.4

Performance Standard 17.3 : Examine Various Areas/Departments

Performance Indicators : 17.3.1-17.3.3

Performance Standard 17.4 : Differentiate Agencies

Performance Indicators : 17.4.1-17.4.4

CONTENT STANDARD 18.0 : EXPLORING AGENCY SUPPORT ROLES

Performance Standard 18.1 : Examine the Advantages of Law Enforcement Support

Performance Indicators : 18.1.1-18.1.5

Performance Standard 18.2 : Identify Quality Control Systems and Practices

Performance Indicators : 18.2.1-18.2.3

EMPLOYABILITY SKILLS FOR CAREER READINESS STANDARDS

CONTENT STANDARD 1.0 : DEMONSTRATE EMPLOYABILITY SKILLS FOR CAREER READINESS

Performance Standard 1.1 : Demonstrate Personal Qualities and People Skills

Performance Indicators : 1.1.1-1.1.7

Performance Standard 1.2 : Demonstrate Professional Knowledge and Skills

Performance Indicators : 1.2.1-1.2.10

Performance Standard 1.3 : Demonstrate Technology Knowledge and Skills

Performance Indicators : 1.3.1-1.3.4

ALIGNMENT TO THE NEVADA ACADEMIC CONTENT STANDARDS*

English Language Arts: Reading Standards for Literacy in Science and Technical Subjects

Writing Standards for Literacy in Science and Technical Subjects

Speaking and Listening

Mathematics: Mathematical Practices

Geometry-Congruence

Geometry-Circles

Science: Nature of Science

Physical Science

Life Science

Earth and Space

* Refer to the Law Enforcement Standards for alignment by performance indicator

COMPLEMENTARY COURSE(S):

Programs that utilize the complementary courses can include the following courses. The Advanced Studies course allows for additional study through investigation and in-depth research.

COURSE TITLE:	**Law Enforcement Advanced Studies**
ABBR. NAME:	**LAW ENFORCE AS**
CREDITS:	**1**
LEVEL:	**AS**
CIP CODE:	**43.0107**
PREREQUISITE:	**Law Enforcement III**
CTSO:	**hosa: Future Health Professionals** **SkillsUSA**

COURSE DESCRIPTION

This course is offered to students who have achieved all content standards in a program whose desire is to pursue advanced study through investigation and in-depth research. Students are expected to work independently or in a team and consult with their supervising teacher for guidance. The supervising teacher will give directions, monitor, and evaluate the students' topic of study. Coursework may include various work-based learning experiences such as internships and job shadowing, involvement in a school-based enterprise, completion of a capstone project, and/or portfolio development. This course may be repeated for additional instruction and credit.

TECHNICAL STANDARDS

Students have achieved all program content standards and will pursue advanced study through investigation and in-depth research.

EMPLOYABILITY SKILLS FOR CAREER READINESS STANDARDS

Students have achieved all program content standards and will pursue advanced study through investigation and in-depth research.

SAMPLE TOPICS

- Forensic Pathology
- Criminal Investigations
- Forensic Entomology
- Death and Dying Process
- Ballistics History
- Forensic Pathology