

# ***Law Enforcement Standards***



This document was prepared by:

Office of Career Readiness, Adult Learning, and Education Options  
Nevada Department of Education  
755 N. Roop Street, Suite 201  
Carson City, NV 89701

[www.doe.nv.gov](http://www.doe.nv.gov)

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**Vision**

*All Nevada students are equipped and feel empowered to attain their vision of success*

**Mission**

*To improve student achievement and educator effectiveness by ensuring opportunities, facilitating learning, and promoting excellence*



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**Standards Development Members**

Name	Occupation/Title	Stakeholder Affiliation	School/Organization
Michele Sparks	Teacher	Secondary Teacher	Veterans Tribute Career and Technical Academy, Clark County School District
Matthew Mascaro	Teacher	Secondary Teacher	West Wendover High school, Elko County School District
Lisa Clayton	Law Enforcement Professor	Post-Secondary Teacher	College of Southern Nevada, Las Vegas
Tyler Trouten	Police Chief	Business and Industry Representative	Elko Police Department, Elko
Eric Curtis	Detective (retired)	Business and Industry Representative	Sparks Police Department, Sparks
David French	Police Officer	Business and Industry Representative	North Las Vegas Police Department, North Las Vegas
KC Myers	Sergeant	Business and Industry Representative	Reno Police Department, Reno

**Business and Industry Validation**

All CTE standards developed through the Nevada Department of Education are validated by business and industry through one or more of the following processes: (1) the standards are developed by a team consisting of business and industry representatives; or (2) a separate review panel is coordinated with industry experts to ensure the standards include the proper content; or (3) nationally recognized standards currently endorsed by business and industry.

The Law Enforcement standards were validated through active participation of business and industry representatives on the development team.

## Introduction

The standards in this document are designed to clearly state what the student should know and be able to do upon completion of an advanced high school Law Enforcement program. These standards are designed for a two-credit course sequence that prepares the student for a technical assessment directly aligned to the standards.

These exit-level standards are designed for the student to complete all standards through their completion of a program of study. These standards are intended to guide curriculum objectives for a program of study.

The standards are organized as follows:

- **Content Standards** are general statements that identify major areas of knowledge, understanding, and the skills students are expected to learn in key subject and career areas by the end of the program.
- **Performance Standards** follow each content standard. Performance standards identify the more specific components of each content standard and define the expected abilities of students within each content standard.
- **Performance Indicators** are very specific criteria statements for determining whether a student meets the performance standard. Performance indicators may also be used as learning outcomes, which teachers can identify as they plan their program learning objectives.

The crosswalk and alignment section of the document shows where the performance indicators support the Nevada Academic Content Standards. Where correlation with an academic content standard exists, students in the Law Enforcement program perform learning activities that connect with and support the academic content standards that are listed. The crosswalk and alignment sections are not intended to teach the academic standards.

All students are encouraged to participate in the career and technical student organization (CTSO) that relates to the Law Enforcement program. CTSOs are co-curricular national organizations that directly reinforce learning in the CTE classroom through curriculum resources, competitive events, and leadership development. CTSOs provide students the ability to apply academic and technical knowledge, develop communication and teamwork skills, and cultivate leadership skills to ensure college and career readiness.

The Employability Skills for Career Readiness identify the “soft skills” needed to be successful in all careers and must be taught as an integrated component of all CTE course sequences. These standards are available in a separate document.

The **Standards Reference Code** is only used to identify or align performance indicators listed in the standards to daily lesson plans, curriculum documents, or national standards. The Standards Reference Code is an abbreviated name for the program, and the content standard, performance standard, and performance indicator are referenced in the program standards. This abbreviated code for identifying standards uses each of these items. For example, LAW is the Standards Reference Code for Law Enforcement. For Content Standard 2, Performance Standard 3, and Performance Indicator 4, the Standards Reference Code would be LAW.2.3.4.

## Law Enforcement

### Program Information

**Program of Study:** Law Enforcement  
**Standards Reference Code:** LAW  
**Career Cluster:** Public Service & Safety  
**Career Pathway(s):** Law Enforcement  
**Program Length:** 2-year, completed sequentially  
**CTSO:** HOSA

### Program Structure Required Program of Study Courses

The course sequencing is provided in the table below. Programs of study consist of required courses and complementary courses. Once a student has completed the required courses, they may take complementary courses which are advanced coursework within the program of study.

Course Sequence

Required/ Complementary	Course Title	Abbreviated Name
<b>R</b>	Law Enforcement I	LAW ENFORCE I
<b>R</b>	Law Enforcement II	LAW ENFORCE II
<b>C</b>	Law Enforcement Advanced Studies	LAW ENFORCE AS
<b>C</b>	CTE Work Experience- Law Public Safety Corrections and Security	WORK EXPER LAW
<b>C</b>	Industry-Recognized Credential	IRC LAW ENFORCE

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**CONTENT STANDARD 1.0: INTEGRATE CAREER AND TECHNICAL STUDENT ORGANIZATIONS (CTSOS)\*****Performance Standard 1.1: Explore the History and Organization of CTSOs**

- 1.1.1 Discuss the requirements of CTSO participation/involvement as described in Carl D. Perkins Law
- 1.1.2 Research nationally recognized CTSOs
- 1.1.3 Investigate the impact of federal and state government regarding the progression and operation of CTSOs (e.g., Federal Statutes and Regulations, Nevada Administrative Code [NAC], Nevada Revised Statutes [NRS])

**Performance Standard 1.2: Develop Leadership Skills**

- 1.2.1 Discuss the purpose of parliamentary procedure
- 1.2.2 Demonstrate the proper use of parliamentary procedure
- 1.2.3 Differentiate between an office and a committee
- 1.2.4 Discuss the importance of participation in local, regional, state, and national conferences, events, and competitions
- 1.2.5 Participate in local, regional, state, or national conferences, events, or competitions
- 1.2.6 Describe the importance of a constitution and bylaws to the operation of a CTSO chapter

**Performance Standard 1.3: Participate in Community Service**

- 1.3.1 Explore opportunities in community service-related work-based learning (WBL)
- 1.3.2 Participate in a service learning (program related) and/or community service project or activity
- 1.3.3 Engage with business and industry partners for community service

**Performance Standard 1.4: Develop Professional and Career Skills**

- 1.4.1 Demonstrate college and career readiness (e.g., applications, resumes, interview skills, presentation skills)
- 1.4.2 Describe the appropriate professional/workplace attire and its importance
- 1.4.3 Investigate industry-standard credentials/certifications available within this Career Cluster™
- 1.4.4 Participate in authentic contextualized instructional activities
- 1.4.5 Demonstrate technical skills in various student organization activities/events

**Performance Standard 1.5: Understand the Relevance of Career and Technical Education (CTE)**

- 1.5.1 Make a connection between program standards to career pathway(s)
- 1.5.2 Explain the importance of participation and completion of a program of study
- 1.5.3 Promote community awareness of local student organizations associated with CTE programs

\*Refer to the program of study Curriculum Framework for appropriate CTSO(s).

**CONTENT STANDARD 2.0: EXPLORE CAREER OPPORTUNITIES AVAILABLE****Performance Standard 2.1: Examine the Field of Emergency Communications**

- 2.1.1 Determine the careers within emergency communications
- 2.1.2 Critique the skill set necessary for a successful career in emergency communications
- 2.1.3 Evaluate the qualifications required for the role of a public safety operator or dispatcher
- 2.1.4 Assess the importance of effective communications to field personnel

**Performance Standard 2.2: Understanding Civilian Support Positions**

- 2.2.1 Describe the various civilian professionals within law enforcement
- 2.2.2 Examine civilian career opportunities available within law enforcement
- 2.2.3 Recognize the requirements for civilian employment and the opportunity for career advancement
- 2.2.4 Evaluate how civilian positions contribute to the success of an agency

**Performance Standard 2.3: Examine Various Areas/Departments**

- 2.3.1 Define divisions within law enforcement departments
- 2.3.2 Understand the ability to promote lateral transfer between disciplines of law
- 2.3.3 Analyze the skill sets needed for specific areas of policing

**Performance Standard 2.4: Differentiate Agencies**

- 2.4.1 Identify the numerous agencies within each level of law enforcement
- 2.4.2 Analyze the jurisdictions of law enforcement agencies (LEAs) of local, state, federal, and international agencies
- 2.4.3 Evaluate the roles and responsibilities of various law enforcement agencies
- 2.4.4 Analyze the requirements and education necessary for various agencies

**CONTENT STANDARD 3.0: COMPREHEND THE HISTORICAL DEVELOPMENTS OF LAW ENFORCEMENT**

**Performance Standard 3.1: Analyze the Social Requirements Imposed Upon Law Enforcement**

- 3.1.1 Define the role of law enforcement in maintaining social control
- 3.1.2 Identify where law enforcement receives its authority

**Performance Standard 3.2: Determine the English Roots of Modern Law Enforcement**

- 3.2.1 Identify the basic principles of modern law enforcement created by Robert Peel
- 3.2.2 Investigate modern law enforcement techniques and their development

**Performance Standard 3.3: Interpret the Impact of U.S. Law Enforcement on Society**

- 3.3.1 Identify development in U.S. law enforcement over the history of the United States
- 3.3.2 Determine social trends that led to law enforcement development
- 3.3.3 Analyze the levels of U.S. law enforcement and their jurisdictions

**Performance Standard 3.4: Understand Local Law Enforcement History**

- 3.4.1 Explore the history and origin of local law enforcement agencies

**CONTENT STANDARD 4.0: IDENTIFY KEY ORGANIZATIONAL SYSTEMS****Performance Standard 4.1: Describe the Scope of Departmental Organizations**

- 4.1.1 Differentiate the types and functions of departments
- 4.1.2 Explain the interactions of common departments

**Performance Standard 4.2: Identify Quality Control Systems and Practices**

- 4.2.1 Explain quality control standards and practices
- 4.2.2 Analyze national and statewide standards for law enforcement

## **CONTENT STANDARD 5.0: EXPLORING AGENCY SUPPORT ROLES**

### **Performance Standard 5.1: Examine the Advantages of Law Enforcement Support**

- 5.1.1 Explain the roles of support agencies
- 5.1.2 Define how support agencies interact with law enforcement
- 5.1.3 Demonstrate how support agencies collaborate on investigations
- 5.1.4 Identify the importance of support agencies
- 5.1.5 Describe the role of various support agencies for law enforcement

### **Performance Standard 5.2: Identify Quality Control Systems and Practices**

- 5.2.1 Analyze the benefits of quality control systems and practices
- 5.2.2 Evaluate the necessity and benefits of continuing education programs
- 5.2.3 Identify elements of effective case review feedback

**CONTENT STANDARD 6.0: UNDERSTAND THE IMPORTANCE OF HEALTH, SAFETY, AND ENVIRONMENT****Performance Standard 6.1: Recognize Personal and Departmental Safety Regulations**

- 6.1.1 Identify workplace conditions with regard to safety and health
- 6.1.2 Select appropriate personal protective equipment
- 6.1.3 Analyze safety hierarchy and communication

**Performance Standard 6.2: Employee Rights and Responsibilities**

- 6.2.1 Provide rationale for employment laws, regulations, and rules in the law enforcement field

**CONTENT STANDARD 7.0: UNDERSTAND THE IMPORTANCE OF ETHICS AND LEGAL RESPONSIBILITIES****Performance Standard 7.1: Apply Ethical Reasoning to Workplace Situations**

- 7.1.1 Understand and contrast legal responsibilities and employer policies
- 7.1.2 Identify personal and long-term consequences for unethical behaviors
- 7.1.3 Design a plan to promote legal and ethical considerations
- 7.1.4 Formulate appropriate responses to illegal/unethical situations

**Performance Standard 7.2: Interpret Written Agency Policies and Procedures**

- 7.2.1 Critique departmental policies and procedures
- 7.2.2 Discuss the effect of policies and procedures on a specific work situation
- 7.2.3 Compare standard operating procedures for various departments or agencies

**Performance Standard 7.3: Applying Ethical Concepts**

- 7.3.1 Explain why the highest ethical and moral standards are necessary for law enforcement officers both on and off duty
- 7.3.2 Compare how the Law Enforcement Code of Ethics and the Canon of Police Ethics relate in terms of actions and performance
- 7.3.3 Evaluate examples of unethical/immoral conduct by officers and how they can adversely affect the officers in the performance of their duties
- 7.3.4 Assess how officers build and destroy the public attitude toward their department and law enforcement by their actions
- 7.3.5 Critique the scope and necessity of a background check
- 7.3.6 Analyze the role of the internal affairs bureau within a department

**Performance Standard 7.4: Distinguish Crimes Against Persons**

- 7.4.1 Define elements of crimes against persons
- 7.4.2 Identify elements of death investigations
- 7.4.3 Classify physical crimes against persons
- 7.4.4 Identify special enhancements to crimes
- 7.4.5 Identify modus operandi in crimes against persons
- 7.4.6 Evaluate the indicators of domestic violence, child abuse, and neglect

**Performance Standard 7.5: Distinguish Property Crimes**

- 7.5.1 Define elements of property crimes
- 7.5.2 Classify property crimes
- 7.5.3 Identify important evidence in crimes of property
- 7.5.4 Identify modus operandi in property crimes

**CONTENT STANDARD 8.0: DEMONSTRATE LEADERSHIP AND TEAMWORK****Performance Standard 8.1: Identify Leadership Skills**

- 8.1.1 Identify and analyze various roles of leaders within law enforcement organizations
- 8.1.2 Identify the traits necessary to be an effective leader within law enforcement
- 8.1.3 Demonstrate appropriate leadership traits when leading a squad

**Performance Standard 8.2: Analyze the Concept of Command Presence**

- 8.2.1 Define command presence and explain its importance in law enforcement
- 8.2.2 Identify barriers to effective communication
- 8.2.3 Identify and understand the concept of sender, message, channel, and receiver

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**CONTENT STANDARD 9.0: DESCRIBE THE LAWS AND LEGAL PROCESS****Performance Standard 9.1: Connect the History of Law and the Application of the Legal Process**

- 9.1.1 Examine the history of law and the legal process
- 9.1.2 Identify the primary structures and characteristics of the American legal system and the criminal process

**Performance Standard 9.2: Interpret Constitutional Law**

- 9.2.1 Summarize the purpose of the United States Constitution
- 9.2.2 Distinguish the purpose of the Nevada Revised Statutes (NRS)
- 9.2.3 State the purpose and effect of the Bill of Rights
- 9.2.4 Identify the importance of constitutional rights to peace officers
- 9.2.5 Explain the concept of judicial review

**Performance Standard 9.3: Describe Civil Liability Related to Law Enforcement**

- 9.3.1 Identify the elements of federal civil rights statutes and who they protect
- 9.3.2 Identify the elements of NRS and principles to help Nevada Administrative Code peace officers understand the personal risk in police misconduct cases
- 9.3.3 Identify the elements of federal and state statutes that relate to civil and criminal liability of local law enforcement officers
- 9.3.4 Identify the defense of qualified immunity as it pertains to false arrest and/or the use of force

**Performance Standard 9.4: Apply Criminal Law to Law Enforcement**

- 9.4.1 Identify the different types of laws and the purpose they serve
- 9.4.2 Understand the primary differences between civil and criminal law
- 9.4.3 Explain the difference between procedural law and substantive criminal law
- 9.4.4 Differentiate between felonies, misdemeanors, and ordinance violations
- 9.4.5 List and define the basic components of crime
- 9.4.6 Understand gross misdemeanor laws in Nevada

**Performance Standard 9.5: Apply Procedural Law to Law Enforcement**

- 9.5.1 Examine the provisions of the Fourth Amendment relating to searches and seizures
- 9.5.2 Differentiate the elements required to establish “reasonable suspicion” and probable cause
- 9.5.3 Define and explain the “exclusionary rule”
- 9.5.4 Identify the requirements and scope of both a lawful “stop” and lawful “frisk”
- 9.5.5 Examine the provisions of the Fifth Amendment and the application of Miranda Rights
- 9.5.6 Explain the process for securing, executing, and returning a search warrant
- 9.5.7 Identify the statutes that govern the power of the peace officer to make an arrest

**CONTENT STANDARD 10.0: UNDERSTAND VICTIMIZATION AND LAW ENFORCEMENT RESPONSE****Performance Standard 10.1: Identify Victimization**

- 10.1.1 Define victimization and analyze the effects on the victim
- 10.1.2 Identify secondary victimization
- 10.1.3 Analyze the interactions between victims and the criminal justice system
- 10.1.4 Evaluate resources available to victims

**Performance Standard 10.2: Evaluate Personal Safety**

- 10.2.1 Identify components of risk assessment
- 10.2.2 Analyze a completed risk assessment
- 10.2.3 Critique strategies used to increase personal safety

**CONTENT STANDARD 11.0: EVALUATE THE CRIMINAL JUSTICE SYSTEM****Performance Standard 11.1: Comprehend the Components of the Criminal Justice System**

- 11.1.1 Identify the various levels within the state and federal court systems
- 11.1.2 Differentiate between county and city justice systems

**Performance Standard 11.2: Examine the United States Court Systems**

- 11.2.1 Examine jurisdiction within the American criminal court system
- 11.2.2 Identify the participants in the court system
- 11.2.3 Identify the roles and responsibilities of the participant

**Performance Standard 11.3: Identify Courtroom Processes/Demeanor**

- 11.3.1 Explain the primary purpose of testimony
- 11.3.2 Determine the importance of reviewing notes and reports prior to court
- 11.3.3 Interpret the necessity of objective complete, and truthful answering of testimony
- 11.3.4 Recognize the professional appearance, attitude, and conduct when testifying
- 11.3.5 Explore the different procedures and hearings that an officer may testify in
- 11.3.6 Analyze cross-examination tactics and effective responses
- 11.3.7 Explain the need to maintain professional interaction with the prosecutor and defense attorney
- 11.3.8 Identify the importance of a pre-trial conference with the prosecutor

**CONTENT STANDARD 12.0: EXAMINE THE APPLICATION OF USE OF FORCE****Performance Standard 12.1: Analyze Use of Force Concepts**

- 12.1.1 Identify the options of force
- 12.1.2 Identify and explain the different use of force guidelines available to agencies
- 12.1.3 Define and explain excessive force
- 12.1.4 Contrast deadly force with non-deadly force
- 12.1.5 Define and explain the reasonableness of force
- 12.1.6 Explain liability issues associated with the use of force
- 12.1.7 Analyze court cases involving the use of force
- 12.1.8 Assess the tools available to law enforcement relative to the use of force
- 12.1.9 Demonstrate the critical thinking skills necessary in the application of use of force

**CONTENT STANDARD 13.0: ANALYZE PATROL FUNCTIONS****Performance Standard 13.1: Assess the Responsibilities of Patrol**

- 13.1.1 Identify the role of patrol in law enforcement
- 13.1.2 Analyze the different types of specialized units available to patrol
- 13.1.3 Explain the functions of the various specialized units
- 13.1.4 Identify the different requirements necessary to qualify for various positions
- 13.1.5 Analyze the ways in which various units contribute to the effectiveness of patrol

**Performance Standard 13.2: Interpret Directed Patrol**

- 13.2.1 Analyze directed enforcement areas
- 13.2.2 Assess factors that determine the focus of directed patrol

**Performance Standard 13.3: Analyze Crime Prevention**

- 13.3.1 Explain the importance of crime prevention
- 13.3.2 Evaluate proactive/reactive police techniques
- 13.3.3 Categorize police actions into proactive/reactive responses

**Performance Standard 13.4: Demonstrate Nonverbal/Verbal Communication**

- 13.4.1 Apply strategies for communicating with a diverse population
- 13.4.2 Analyze verbal behaviors when communicating with others
- 13.4.3 Interpret nonverbal behaviors when communicating with others
- 13.4.4 Demonstrate how to communicate effectively in order to foster positive relationships within the community

**Performance Standard 13.5: Evaluate Professional Appearance**

- 13.5.1 Identify the importance of professionalism in law enforcement
- 13.5.2 Examine the role of personal appearance and its importance

**Performance Standard 13.6: Create Effective Police Reports**

- 13.6.1 Understand the importance of reports
- 13.6.2 Identify different types of reports
- 13.6.3 Understand the importance of writing complete, clear, and concise reports
- 13.6.4 Identify the important elements of report writing
- 13.6.5 Identify and demonstrate characteristics of effective report writing
- 13.6.6 Describe the importance of effective grammar

**CONTENT STANDARD 14.0: UNDERSTAND CRISIS INTERVENTION****Performance Standard 14.1: Evaluate Crisis Intervention**

- 14.1.1 Define crisis
- 14.1.2 Evaluate the four stages of a crisis
- 14.1.3 Understand the different types of mental illnesses and their effects
- 14.1.4 Analyze the behaviors associated with the effects of drug and alcohol use
- 14.1.5 Understand the types of crisis intervention training available for law enforcement personnel
- 14.1.6 Demonstrate appropriate responses to a crisis

**Performance Standard 14.2: Employ Emergency Procedures and Disaster Response Plans**

- 14.2.1 Conduct training in first aid and cardiopulmonary resuscitation (CPR)
- 14.2.2 Create a training plan for safety equipment training
- 14.2.3 Assess emergency and/or disaster situations
- 14.2.4 Design an emergency or disaster plan, including incident management systems

**Performance Standard 14.3: Analyze Community Policing**

- 14.3.1 Explain concepts of community-oriented policing and problem-oriented policing
- 14.3.2 Identify the three core components of community policing
- 14.3.3 Define problem-solving concepts
- 14.3.4 Define and demonstrate different problem-solving models
- 14.3.5 Discuss partnerships and their importance in community policing

## **CONTENT STANDARD 15.0: UNDERSTAND PROCEDURES IN DIVERSITY**

### **Performance Standard 15.1: Employ Concepts of Diversity**

- 15.1.1 Analyze cultural diversity and its impact on law enforcement
- 15.1.2 Understand the importance of diverse and multicultural representation in law enforcement
- 15.1.3 Examine law enforcement solutions to language barriers
- 15.1.4 Identify accommodations used to assist individuals with disabilities

**CONTENT STANDARD 16.0: APPLY CONCEPTS OF INTERVIEWS AND INTERROGATIONS****Performance Standard 16.1: Employ Effective Use of Communication**

- 16.1.1 Analyze the legal and cultural differences in communications
- 16.1.2 Identify and demonstrate effective listening skills
- 16.1.3 Identify and demonstrate effective interviewing techniques
- 16.1.4 Assess and apply conflict resolution techniques

**Performance Standard 16.2: Demonstrate the Knowledge of the Basic Types of Interviews and Interrogations**

- 16.2.1 Compare and contrast interviews and interrogations
- 16.2.2 Define and explain interview types
- 16.2.3 Analyze interview and interrogation methodologies and techniques
- 16.2.4 Demonstrate an understanding of the types of interviewing techniques

**CONTENT STANDARD 17.0: APPLY CONCEPTS OF INVESTIGATIONS**

**Performance Standard 17.1: Apply Concepts of Crime Scene Investigations**

- 17.1.1 Identify and define a crime scene
- 17.1.2 State the definition of evidence
- 17.1.3 Demonstrate appropriate crime scene documentation
- 17.1.4 Demonstrate the ability to preserve and protect evidence
- 17.1.5 Identify uses of modern techniques to collect evidence
- 17.1.6 Demonstrate correct packaging for evidence collection
- 17.1.7 Define and explain the importance of the “chain of custody”

**CONTENT STANDARD 18.0: APPLY EMERGENCY MANAGEMENT****Performance Standard 18.1: Evaluate Components of the National Incident Management System (NIMS)**

- 18.1.1 Assess emergency and/or disaster situations
- 18.1.2 Define NIMS
- 18.1.3 Assess all levels of government of NIMS
- 18.1.4 Evaluate the five major components of NIMS
- 18.1.5 Differentiate the three key elements of NIMS
- 18.1.6 Describe law enforcement protocols and procedures designed to handle incidents related to homeland security, terrorism, and other disaster situations

**Performance Standard 18.2: Analyze Components of an Incident Command System (ICS)**

- 18.2.1 Define the principles of an ICS
- 18.2.2 Describe the five major functional areas of an ICS
- 18.2.3 Explain the roles of an ICS
- 18.2.4 Create an ICS response plan
- 18.2.5 Earn the FEMA IS-100.C certification

## Crosswalks and Alignments

Crosswalks and alignments are intended to assist the teacher in making connections for students between the technical skills within a program and the academic standards. The crosswalks and alignments are not intended to teach the academic standards but to assist students in making meaningful connections between their CTE program of study and academic courses.

### **Crosswalks (Academic Standards)**

The crosswalk of the Law Enforcement Standards shows connections to the Nevada Academic Content Standards. The crosswalk identifies the performance indicators in which the learning objectives in the Law Enforcement program support academic learning. The performance indicators are grouped according to their content standard and are connected to the Nevada Academic Content Standards in English Language Arts, Mathematics, and Science.

### **Alignments (Mathematical Practices)**

In addition to connections to the Nevada Academic Content Standards for Mathematics, many performance indicators support the Mathematical Practices. The following table illustrates the alignment of the Law Enforcement Standards Performance Indicators and the Mathematical Practices. This alignment identifies the performance indicators in which the learning objectives in the Law Enforcement program connect with and support academic learning.

### **Alignments (Science and Engineering Practices)**

In addition to connections to the Nevada Academic Content Standards for Science, many performance indicators support the Science and Engineering Practices. The following table illustrates the alignment of the Law Enforcement Standards Performance Indicators and the Science and Engineering Practices. This alignment identifies the performance indicators in which the learning objectives in the Law Enforcement program connect with and support academic learning.

### **Crosswalks (Common Career Technical Core)**

The crosswalks of the Law Enforcement Standards show connections to the Common Career Technical Core. The crosswalk identifies the performance indicators in which the learning objectives in the Law Enforcement program connect with and support the Common Career Technical Core. The Common Career Technical Core defines what students should know and be able to do after completing instruction in a program of study. The Law Enforcement Standards are crosswalked to the Law, Public Safety, Corrections, and Security Career Cluster™ and the Law Enforcement Services Career Pathway.

## Crosswalk of Law Enforcement Standards and the Nevada Academic Content Standards

### Content Standard 1.0: Integrate Career and Technical Student Organizations (CTSOs)

Performance Indicators	Nevada Academic Content Standards
1.1.1	<p><b>English Language Arts: Speaking and Listening Standards</b></p> <p>SL.11-12.1a Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.</p> <p>SL.11-12.2 Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.</p> <p>SL.11-12.4 Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.</p>
1.1.2	<p><b>English Language Arts: Speaking and Listening Standards</b></p> <p>SL.11-12.1a Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.</p> <p>SL.11-12.2 Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.</p> <p>SL.11-12.4 Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.</p> <p><b>English Language Arts: Writing Standards for Literacy in Science and Technical Subjects</b></p> <p>WHST.11-12.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.</p>
1.1.3	<p><b>English Language Arts: Writing Standards for Literacy in Science and Technical Subjects</b></p> <p>WHST.11-12.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.</p>

Performance Indicators	Nevada Academic Content Standards
1.2.1	<p><b>English Language Arts: Speaking and Listening Standards</b></p> <p>SL.11-12.1a Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.</p> <p>SL.11-12.2 Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.</p> <p>SL.11-12.4 Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.</p>
1.2.4	<p><b>English Language Arts: Speaking and Listening Standards</b></p> <p>SL.11-12.1a Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.</p> <p>SL.11-12.2 Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.</p> <p>SL.11-12.4 Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.</p>
1.2.5	<p><b>English Language Arts: Writing Standards for Literacy in Science and Technical Subjects</b></p> <p>WHST.11-12.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p>
1.4.1	<p><b>English Language Arts: Writing Standards for Literacy in Science and Technical Subjects</b></p> <p>WHST.11-12.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p>

Performance Indicators	Nevada Academic Content Standards
1.4.2	<p><b>English Language Arts: Speaking and Listening Standards</b></p> <p>SL.11-12.1a Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.</p> <p>SL.11-12.2 Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.</p> <p>SL.11-12.4 Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.</p> <p><b>English Language Arts: Writing Standards for Literacy in Science and Technical Subjects</b></p> <p>WHST.11-12.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.</p>
1.4.3	<p><b>English Language Arts: Writing Standards for Literacy in Science and Technical Subjects</b></p> <p>WHST.11-12.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.</p>
1.4.4	<p><b>English Language Arts: Writing Standards for Literacy in Science and Technical Subjects</b></p> <p>WHST.11-12.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.</p>
1.4.5	<p><b>English Language Arts: Writing Standards for Literacy in Science and Technical Subjects</b></p> <p>WHST.11-12.6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.</p>

Performance Indicators	Nevada Academic Content Standards
1.5.2	<p><b>English Language Arts: Language Standards</b>                      L.11-12.6 Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p> <p><b>English Language Arts: Speaking and Listening Standards</b>                      SL.11-12.1a Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.                      SL.11-12.4 Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.</p> <p><b>English Language Arts: Writing Standards for Literacy in Science and Technical Subjects</b>                      WHST.11-12.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.</p>

## Content Standard 2.0: Explore Career Opportunities Available

Performance Indicators	Nevada Academic Content Standards
2.1.1	<b>English Language Arts: Reading Standards for Literacy in Science and Technical Subjects</b> RST.11-12.9 Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.
2.1.2	<b>English Language Arts: Reading Standards for Literacy in Science and Technical Subjects</b> RST.11-12.1 Cite specific textual evidence to support analysis of science and technical texts, attending to important distinctions the author makes and to any gaps or inconsistencies in the account.
2.1.4	<b>English Language Arts: Speaking and Listening Standards</b> SL.11-12.3 Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.
2.2.1	<b>English Language Arts: Writing Standards</b> W.11-12.3b Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
2.2.2	<b>English Language Arts: Reading Standards for Informational Text</b> RI.11-12.3 Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.
2.3.1	<b>English Language Arts: Writing Standards</b> W.11-12.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
2.3.2	<b>English Language Arts: Writing Standards</b> W.11-12.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
2.4.1	<b>English Language Arts: Writing Standards</b> W.11-12.2b Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
2.4.2	<b>English Language Arts: Writing Standards</b> W.11-12.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.
2.4.3	<b>English Language Arts: Language Standards</b> L.11-12.4c Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage.
2.4.4	<b>English Language Arts: Writing Standards</b> W.11-12.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.

**Content Standard 3.0: Comprehend the Historical Developments of Law Enforcement**

Performance Indicators	Nevada Academic Content Standards
3.1.1	<b>English Language Arts: Reading Standards for Literacy in Science and Technical Subjects</b> RST.11-12.9 Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.
3.2.1	<b>English Language Arts: Reading Standards for Literacy in Science and Technical Subjects</b> RST.11-12.6 Analyze the author’s purpose in providing an explanation, describing a procedure, or discussing an experiment in a text, identifying important issues that remain unresolved.
3.2.2	<b>English Language Arts: Language Standards</b> L.11-12.4c Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage.
3.3.1	<b>English Language Arts: Reading Standards for Literacy in Science and Technical Subjects</b> RST.11-12.6 Analyze the author’s purpose in providing an explanation, describing a procedure, or discussing an experiment in a text, identifying important issues that remain unresolved.
3.3.3	<b>English Language Arts: Writing Standards for Literacy in Science and Technical Subjects</b> WHST.11-12.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
3.4.1	<b>English Language Arts: Writing Standards for Literacy in Science and Technical Subjects</b> WHST.11-12.9 Draw evidence from informational texts to support analysis, reflection, and research.

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**Content Standard 4.0: Identify Key Organizational Systems**

Performance Indicators	Nevada Academic Content Standards
4.1.2	<b>English Language Arts: Speaking and Listening Standards</b> SL.11-12.2 Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.
4.2.1	<b>English Language Arts: Speaking and Listening Standards</b> SL.11-12.4 Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.

**Content Standard 5.0: Exploring Agency Support Roles**

Performance Indicators	Nevada Academic Content Standards
5.1.1	<p><b>English Language Arts: Speaking and Listening Standards</b>                      SL.11-12.4 Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.</p>
5.1.2	<p><b>English Language Arts: Writing Standards</b>                      W.11-12.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.</p>
5.1.5	<p><b>English Language Arts: Writing Standards for Literacy in Science and Technical Subjects</b>                      WHST.11-12.2b Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic.</p>
5.2.1	<p><b>English Language Arts: Reading Standards for Literacy in Science and Technical Subjects</b>                      RST.11-12.7 Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem.</p>
5.2.2	<p><b>English Language Arts: Writing Standards for Literacy in Science and Technical Subjects</b>                      WHST.11-12.9 Draw evidence from informational texts to support analysis, reflection, and research.</p>

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**Content Standard 6.0: Understand the Importance of Health, Safety, and Environment**

Performance Indicators	Nevada Academic Content Standards
6.1.1	<b>English Language Arts: Reading Standards for Literacy in Science and Technical Subjects</b> RST.11-12.5 Analyze how the text structures information or ideas into categories or hierarchies, demonstrating understanding of the information or ideas.
6.2.1	<b>English Language Arts: Writing Standards for Literacy in Science and Technical Subjects</b> WHST.11-12.2 Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.

**Content Standard 7.0: Understand the Importance of Ethics and Legal Responsibilities**

Performance Indicators	Nevada Academic Content Standards
7.1.3	<b>English Language Arts: Writing Standards for Literacy in Science and Technical Subjects</b> WHST.11-12.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
7.1.4	<b>English Language Arts: Speaking and Listening Standards</b> SL.11-12.1b Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
7.2.1	<b>English Language Arts: Speaking and Listening Standards</b> SL.11-12.3 Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.
7.2.2	<b>English Language Arts: Speaking and Listening Standards</b> SL.11-12.4 Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.
7.2.3	<b>English Language Arts: Reading Standards for Literacy in Science and Technical Subjects</b> RST.11-12.9 Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.
7.3.1	<b>English Language Arts: Language Standards</b> L.11-12.6 Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
7.3.2	<b>English Language Arts: Reading Standards for Literacy in Science and Technical Subjects</b> RST.11-12.9 Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.
7.3.3	<b>English Language Arts: Writing Standards for Literacy in Science and Technical Subjects</b> WHST.11-12.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
7.3.5	<b>English Language Arts: Writing Standards for Literacy in Science and Technical Subjects</b> WHST.11-12.1b Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form that anticipates the audience’s knowledge level, concerns, values, and possible biases.
7.4.1	<b>English Language Arts: Language Standards</b> L.11-12.4a Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.
7.4.3	<b>English Language Arts: Reading Standards for Literacy in Science and Technical Subjects</b> RST.11-12.9 Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.

Performance Indicators	Nevada Academic Content Standards
7.4.5	<b>English Language Arts: Language Standards</b> L.11-12.3 Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
7.5.2	<b>English Language Arts: Reading Standards for Informational Text</b> RI.11-12.5 Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.
7.5.3	<b>English Language Arts: Reading Standards for Literacy in Science and Technical Subjects</b> RST.11-12.2 Determine the central ideas or conclusions of a text; summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms.
7.5.4	<b>English Language Arts: Reading Standards for Literacy in Science and Technical Subjects</b> RST.11-12.2 Determine the central ideas or conclusions of a text; summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms.

**Content Standard 8.0: Demonstrate Leadership and Teamwork**

Performance Indicators	Nevada Academic Content Standards
8.1.1	<p><b>English Language Arts: Reading Standards for Informational Text</b>                      RI.11-12.3 Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.</p>
8.2.2	<p><b>English Language Arts: Speaking and Listening Standards</b>                      SL.11-12.1d Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.</p>
8.2.3	<p><b>English Language Arts: Speaking and Listening Standards</b>                      SL.11-12.4 Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.</p>

## Content Standard 9.0: Describe the Laws and Legal Process

Performance Indicators	Nevada Academic Content Standards
9.1.1	<b>English Language Arts: Reading Standards for Informational Text</b> RI.11-12.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10).
9.1.2	<b>English Language Arts: Reading Standards for Informational Text</b> RI.11-12.8 Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning (e.g., in U.S. Supreme Court majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (e.g., The Federalist, presidential addresses).
9.2.1	<b>English Language Arts: Reading Standards for Informational Text</b> RI.11-12.8 Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning (e.g., in U.S. Supreme Court majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (e.g., The Federalist, presidential addresses).
9.2.2	<b>English Language Arts: Reading Standards for Informational Text</b> RI.11-12.8 Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning (e.g., in U.S. Supreme Court majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (e.g., The Federalist, presidential addresses).
9.2.3	<b>English Language Arts: Reading Standards for Informational Text</b> RI.11-12.8 Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning (e.g., in U.S. Supreme Court majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (e.g., The Federalist, presidential addresses).
9.2.5	<b>English Language Arts: Speaking and Listening Standards</b> SL.11-12.5 Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.
9.3.1	<b>English Language Arts: Reading Standards for Informational Text</b> RI.11-12.7 Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.
9.3.2	<b>English Language Arts: Reading Standards for Informational Text</b> RI.11-12.8 Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning (e.g., in U.S. Supreme Court majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (e.g., The Federalist, presidential addresses).
9.3.3	<b>English Language Arts: Reading Standards for Informational Text</b> RI.11-12.8 Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning (e.g., in U.S. Supreme Court majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (e.g., The Federalist, presidential addresses).
9.4.1	<b>English Language Arts: Reading Standards for Informational Text</b> RI.11-12.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

Performance Indicators	Nevada Academic Content Standards
9.4.3	<b>English Language Arts: Speaking and Listening Standards</b> SL.11-12.4 Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.
9.4.4	<b>English Language Arts: Speaking and Listening Standards</b> SL.11-12.1a Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
9.4.5	<b>English Language Arts: Writing Standards</b> W.11-12.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
9.5.1	<b>English Language Arts: Reading Standards for Informational Text</b> RI.11-12.8 Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning (e.g., in U.S. Supreme Court majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (e.g., The Federalist, presidential addresses).
9.5.3	<b>English Language Arts: Writing Standards for Literacy in Science and Technical Subjects</b> WHST.11-12.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
9.5.4	<b>English Language Arts: Reading Standards for Literacy in Science and Technical Subjects</b> RST.11-12.9 Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.
9.5.5	<b>English Language Arts: Reading Standards for Literature</b> RL.11-12.4 Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.)
9.5.6	<b>English Language Arts: Speaking and Listening Standards</b> SL.11-12.1c Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.

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**Content Standard 10.0: Understand Victimization and Law Enforcement Response**

Performance Indicators	Nevada Academic Content Standards
10.1.1	<b>English Language Arts: Language Standards</b> L.11-12.4a Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
10.1.2	<b>English Language Arts: Writing Standards for Literacy in Science and Technical Subjects</b> WHST.11-12.9 Draw evidence from informational texts to support analysis, reflection, and research.
10.2.1	<b>English Language Arts: Writing Standards</b> W.11-12.1a Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.
10.2.3	<b>English Language Arts: Speaking and Listening Standards</b> SL.11-12.1d Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.

**Content Standard 11.0: Evaluate the Criminal Justice System**

Performance Indicators	Nevada Academic Content Standards
11.1.1	<b>English Language Arts: Reading Standards for Literacy in Science and Technical Subjects</b> RST.11-12.9 Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.
11.1.2	<b>English Language Arts: Reading Standards for Literacy in Science and Technical Subjects</b> RST.11-12.9 Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.
11.2.1	<b>English Language Arts: Writing Standards for Literacy in Science and Technical Subjects</b> WHST.11-12.9 Draw evidence from informational texts to support analysis, reflection, and research.
11.2.2	<b>English Language Arts: Reading Standards for Literacy in Science and Technical Subjects</b> RST.11-12.2 Determine the central ideas or conclusions of a text; summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms.
11.2.3	<b>English Language Arts: Reading Standards for Literacy in Science and Technical Subjects</b> RST.11-12.2 Determine the central ideas or conclusions of a text; summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms.
11.3.1	<b>English Language Arts: Speaking and Listening Standards</b> SL.11-12.4 Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.
11.3.2	<b>English Language Arts: Language Standards</b> L.11-12.5b Analyze nuances in the meaning of words with similar denotations.
11.3.3	<b>English Language Arts: Speaking and Listening Standards</b> SL.11-12.3 Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.
11.3.6	<b>English Language Arts: Speaking and Listening Standards</b> SL.11-12.6 Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. (See grades 11-12 Language standards 1 and 3 on page 54 for specific expectations.)

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**Content Standard 12.0: Examine the Application of Use of Force**

Performance Indicators	Nevada Academic Content Standards
12.1.3	<b>English Language Arts: Reading Standards for Literature</b> RL.11-12.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
12.1.4	<b>English Language Arts: Writing Standards</b> W.11-12.2 Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
12.1.5	<b>English Language Arts: Reading Standards for Literature</b> RL.11-12.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
12.1.7	<b>English Language Arts: Reading Standards for Informational Text</b> RI.11-12.9 Analyze seventeenth-, eighteenth-, and nineteenth-century foundational U.S. documents of historical and literary significance (including The Declaration of Independence, the Preamble to the Constitution, the Bill of Rights, and Lincoln’s Second Inaugural Address) for their themes, purposes, and rhetorical features.

Content Standard 13.0: Analyze Patrol Functions

Performance Indicators	Nevada Academic Content Standards
13.1.1	<b>English Language Arts: Reading Standards for Literacy in Science and Technical Subjects</b> RST.11-12.9 Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.
13.1.3	<b>English Language Arts: Speaking and Listening Standards</b> SL.11-12.4 Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.
13.1.5	<b>English Language Arts: Writing Standards</b> W.11-12.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.
13.2.1	<b>English Language Arts: Reading Standards for Informational Text</b> RI.11-12.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10).
13.3.1	<b>English Language Arts: Writing Standards</b> W.11-12.3a Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.
13.3.3	<b>English Language Arts: Writing Standards</b> W.11-12.3c Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution).
13.4.1	<b>English Language Arts: Speaking and Listening Standards</b> SL.11-12.1d Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.
13.4.2	<b>English Language Arts: Speaking and Listening Standards</b> SL.11-12.4 Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.
13.4.3	<b>English Language Arts: Speaking and Listening Standards</b> SL.11-12.2 Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.
13.6.1	<b>English Language Arts: Reading Standards for Literacy in Science and Technical Subjects</b> RST.11-12.5 Analyze how the text structures information or ideas into categories or hierarchies, demonstrating understanding of the information or ideas.
13.6.2	<b>English Language Arts: Reading Standards for Literacy in Science and Technical Subjects</b> RST.11-12.2 Determine the central ideas or conclusions of a text; summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms.

Performance Indicators	Nevada Academic Content Standards
13.6.3	<b>English Language Arts: Writing Standards</b> W.11-12.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
13.6.4	<b>English Language Arts: Writing Standards</b> W.11-12.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
13.6.5	<b>Math: Number &amp; Quantity – Quantities</b> NQ.A.3 Choose a level of accuracy appropriate to limitations on measurement when reporting quantities.
13.6.6	<b>English Language Arts: Writing Standards</b> W.11-12.2c Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.

**Content Standard 14.0: Understand Crisis Intervention**

Performance Indicators	Nevada Academic Content Standards
14.1.1	<b>English Language Arts: Language Standards</b> L.11-12.1b Resolve issues of complex or contested usage, consulting references (e.g., Merriam-Webster’s Dictionary of English Usage, Garner’s Modern American Usage) as needed.
14.1.3	<b>English Language Arts: Reading Standards for Literacy in Science and Technical Subjects</b> RST.11-12.7 Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem.
14.2.2	<b>English Language Arts: Writing Standards for Literacy in Science and Technical Subjects</b> WHST.11-12.2a Introduce a topic and organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
14.2.4	<b>English Language Arts: Writing Standards for Literacy in Science and Technical Subjects</b> WHST.11-12.2a Introduce a topic and organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
14.3.1	<b>English Language Arts: Speaking and Listening Standards</b> SL.11-12.4 Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.
14.3.5	<b>English Language Arts: Speaking and Listening Standards</b> SL.11-12.6 Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. (See grades 11-12 Language standards 1 and 3 on page 54 for specific expectations.)

**Content Standard 15.0: Understand Procedures in Diversity**

Performance Indicators	Nevada Academic Content Standards
15.1.3	<b>English Language Arts: Speaking and Listening Standards</b> SL.11-12.3 Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.

**Content Standard 16.0: Apply Concepts of Interviews and Interrogations**

Performance Indicators	Nevada Academic Content Standards
16.1.2	<p><b>English Language Arts: Speaking and Listening Standards</b>                      SL.11-12.1c Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.</p>
16.1.3	<p><b>English Language Arts: Speaking and Listening Standards</b>                      SL.11-12.3 Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.</p>
16.2.2	<p><b>English Language Arts: Writing Standards</b>                      W.11-12.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</p>
16.2.4	<p><b>English Language Arts: Speaking and Listening Standards</b>                      SL.11-12.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.</p>

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**Content Standard 17.0: Apply Concepts of Investigation**

Performance Indicators	Nevada Academic Content Standards
17.1.2	<b>English Language Arts: Reading Standards for Informational Text</b> RI.11-12.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10).
17.1.7	<b>English Language Arts: Reading Standards for Informational Text</b> RI.11-12.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10).

**Content Standard 18.0: Apply Emergency Management**

Performance Indicators	Nevada Academic Content Standards
18.1.2	<p><b>English Language Arts: Reading Standards for Informational Text</b>                      RI.11-12.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10).</p>
18.1.4	<p><b>English Language Arts: Reading Standards for Literacy in Science and Technical Subjects</b>                      RST.11-12.9 Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.</p>
18.1.6	<p><b>English Language Arts: Writing Standards for Literacy in Science and Technical Subjects</b>                      WHST.11-12.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.</p>
18.2.2	<p><b>English Language Arts: Writing Standards for Literacy in Science and Technical Subjects</b>                      WHST.11-12.2b Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic.</p>

**Alignment of Law Enforcement Standards  
and the Mathematical Practices**

Mathematical Practices	Law Enforcement Performance Indicators
1. Make sense of problems and persevere in solving them.	
2. Reason abstractly and quantitatively.	
3. Construct viable arguments and critique the reasoning of others.	
4. Model with mathematics.	17.1.3
5. Use appropriate tools strategically.	17.1.3-17.1.6
6. Attend to precision.	5.2.1 11.3.2 13.6.5
7. Look for and make use of structure.	
8. Look for and express regularity in repeated reasoning.	

**Alignment of Law Enforcement Standards  
and the Science and Engineering Practices**

Science and Engineering Practices	Law Enforcement Performance Indicators
1. Asking questions (for science) and defining problems (for engineering).	
2. Developing and using models.	
3. Planning and carrying out investigations.	17.1.1-17.1.7
4. Analyzing and interpreting data.	
5. Using mathematics and computational thinking.	
6. Constructing explanations (for science) and designing solutions (for engineering).	
7. Engaging in argument from evidence.	11.3.2, 11.3.3
8. Obtaining, evaluating, and communicating information.	11.3.1 13.4.1-13.4.3

### Crosswalks of Law Enforcement Standards and the Common Career Technical Core

Law, Public Safety, Corrections, and Security Career Cluster	Performance Indicators
1. 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.	2.2.1-2.2.4; 2.4.1-2.4.4 3.1.1, 3.1.2; 3.3.1-3.3.3
2. Formulate ideas, proposals, and solutions to ensure effective and efficient delivery of law, public safety, corrections, and/or security services.	3.1.1, 3.1.2; 7.1.3
3. Assess and implement measures to maintain safe and healthy working conditions in a law, public safety, corrections, and/or security environment.	4.2.1-4.2.2 6.1.1-6.1.3; 6.2.1 10.2.3
4. 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.	4.2.1-4.2.2; 5.2.1-5.2.2 7.1.1-7.1.4
5. Analyze the various laws, ordinances, regulations, and organizational rules that apply to careers in law, public safety, corrections, and security.	7.2.1-7.2.3; 7.3.1-7.3.6 9.1.1, 9.1.2; 9.2.1-9.2.5 9.3.1-9.3.4; 9.4.1-9.4.6 9.5.1-9.5.7
6. Describe various career opportunities and means to those opportunities in each of the Law, Public Safety, Corrections, and Security Career Pathways.	2.1.1-2.1.4; 2.2.1-2.2.4 2.3.1-2.3.3; 2.4.1-2.4.4 8.1.1-8.1.3

Law Enforcement Services Career Pathway	Performance Indicators
1. Demonstrate effective communication skills (e.g., writing, speaking, listening, and nonverbal communication) required in law enforcement.	2.1.2, 2.1.4; 4.1.2 8.2.2, 8.2.3; 13.4.1-13.4.4 13.6.1-13.6.6; 15.1.3 16.1.1, 16.1.2; 17.1.3
2. Demonstrate proficiency in the operation of communication equipment used in an emergency telecommunications center.	2.1.3; 8.2.3
3. Utilize anger and conflict management strategies to resolve problems in law enforcement settings.	16.1.4
4. Model behaviors that exhibit integrity and commitment to a code of conduct and ethics for law enforcement professionals.	7.2.1-7.2.3; 7.3.1-7.3.6 11.3.7; 13.5.1-13.5.2
5. Analyze the impact of federal, state, and local laws on law enforcement procedures.	7.2.1-7.2.3; 7.3.1-7.3.6 9.1.1, 9.1.2; 9.2.1-9.2.5 9.3.1-9.3.4; 9.4.1-9.4.6 9.5.1-9.5.7
6. Execute established procedures to avoid the violation of the rights guaranteed by the Fourth, Fifth, Sixth, and Fourteenth Amendments.	9.2.1-9.2.5; 9.3.1-9.3.4 9.4.1-9.4.6; 9.5.1-9.5.7

Law Enforcement Services Career Pathway	Performance Indicators
7. Manage crime and loss prevention programs in collaboration with the community.	7.4.1-7.4.6; 7.5.1-7.5.4
8. Explain the appropriate techniques for managing crisis situations in order to maintain public safety.	14.1.1-14.1.6
9. Evaluate for the signs of domestic violence, child abuse and neglect.	7.4.6; 10.1.1-10.1.4
10. Demonstrate the routine day-to-day tasks conducted by various law enforcement agencies.	2.3.3; 2.4.1-2.4.4 9.5.1-9.5.7
11. Describe law enforcement protocols and procedures designed to handle incidents related to homeland security, terrorism, and other disaster situations.	14.1.1-14.1.6 14.2.1-14.2.4 18.1.1-18.1.6
12. Demonstrate the procedures to properly protect, document, and process the crime scene and all related evidence.	17.1.1-17.1.7
13. Demonstrate procedures to assist individuals requiring special assistance from law enforcement personnel.	15.1.1-15.1.4
14. Describe the behavioral symptoms of drug use and the inherent dangers associated with handling dangerous drugs.	7.2.3