Law Enforcement
Supplemental Program Resources

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Supplemental Program Resources   2023

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Introduction

This document provides supplemental information for the Law Enforcement program of study. It may be updated or revised as the base program of study, or complementary programs, are updated, added, or removed. Please contact the appropriate Education Programs Professional with any questions.

The Program of Study includes the approved courses, complementary courses, alignment(s) to industry, postsecondary options, and additional information.

The Equipment List for the Law Enforcement program of study is included and, if applicable, additional items used only in the complementary course(s) are noted.

The Crosswalks and Alignments connect and support the Law Enforcement standards for the Law, Public Safety, Corrections and Security program of study. Complementary course standards are not listed in the crosswalks and alignments.

Program of Study Information

The following program of study information sheet as well as the program structure tables for the courses are provided to be able to print separately for handouts. The information provided is based on the best available information at the time of this document and will be updated as appropriate.

Law Enforcement

The Law Enforcement program provides students with an introduction to law enforcement techniques and processes. Areas of study include basic functions of a law enforcement office such as: written policies, quality control, the court system, law, interrogations, use of force, and emergency management.

Law, Public Safety, Corrections and Security Career Cluster

The Career Cluster is focused on planning, managing, and providing legal, public safety and protective services and homeland security, including professional and technical support services.

Postsecondary Options

Secondary
- Certificate of Skills Attainment CPR/First Aid

Certificate/License
- Police Academy (LVMPD, Nevada Law Enforcement Academy, Washoe County Sheriff's Office, CSN)
- Peace Officer Training (Silver State Law Enforcement)
- Criminal Justice (UNR)

Associate Degree
- Criminal Justice (GBC, CSN, WNC)

Bachelor's Degree
- Criminal Justice (UNR, UNLV)

Master's/Doctoral Degree
- Judicial Studies (UNR)

For additional information on this cluster, please contact:
Jennifer Fisk at jennifer.fisk@doe.nv.gov

Website: https://doe.nv.gov/cte/

Approved Courses

Law Enforcement I
Law Enforcement II

Complementary Courses

Law Enforcement Advanced Studies
CTE Work Experience – Law, Public Safety, Corrections and Security
Industry-Recognized Credential – Law Enforcement

Work-Based Learning Opportunities

Job Shadowing / Internship / Work Experience / Career Days / Career Fairs / Field Trips / Guest Speakers

Career and Technical Student Organization

HOSA: Future Health Professionals

State Recognized Industry Certifications

Refer to the Governor's Office of Innovation's
Nevada Industry Recognized Credential List

Aligned to Industry			
Occupation	Median Wage Per year	Annual Openings	% Growth
Police Officer	$66,020	68,500	3.0%
Patrol Officer	$70,750	665,380	0.4%
Corrections Officer	$47,920	33,300	1.0%
Emergency Management Directors	$76,730	900	3.0%
Private Detective	$59.380	3,700	6.0%
Probation Officer	$60,250	8,000	0.0%

Source U.S. Bureau of Labor Statistics 2022

Program Structure for Law Enforcement

The core course sequencing is provided in the following table. Complementary Courses are available and provided later in this document. The following courses provide a completed program of study.

Core Course Sequence (R) with Lab Course(s) (C)

Required/ Complementary	Course Title	Abbreviated Name	CIP Code	SCED Subject Area	SCED Course Identifier	SCED Course Level	SCED Unit Credit	SCED Course Sequence	SCED Course Number
R	Law Enforcement I	LAW ENFORCE I	43.0107	15	054	G	1.00	12	15054G1.0012
R	Law Enforcement II	LAW ENFORCE II	43.0107	15	054	G	1.00	22	15054G1.0022

The complementary courses are provided in the following table. **The qualifying program of study must be completed prior to enrolling in the complementary course(s)**. A program does not have to utilize the complementary courses for students to complete their program of study.

Required/ Complementary	Course Title	Abbreviated Name	CIP Code	SCED Subject Area	SCED Course Identifier	SCED Course Level	SCED Unit Credit	SCED Course Sequence	SCED Course Number
C	Law Enforcement Advanced Studies	LAW ENFORCE AS	43.0107	15	054	E	1.00	11	15054E1.0011
C	CTE Work Experience- Law Public Safety Corrections and Security	WORK EXPER LAW	99.0012	15	998	G	1.00	11	15998G1.0011
C	Industry-Recognized Credential	IRC LAW ENFORCE	43.0107	15	999	E	1.00	11	15999E1.0011

CIP Code – Classification of Instructional Programs (CIP) Codes

SCED – School Courses for the Exchange of Data that populates the State Infinite Campus System and the System for Accountability Information in Nevada (SAIN)

Course Descriptions

Law Enforcement I

Prerequisite: None

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 health and wellness. The appropriate use of technology and industry-standard equipment is an integral part of this course.

Law Enforcement II

Prerequisite: Law Enforcement I

This course is a continuation of Law Enforcement I. 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, crisis intervention, investigations, interrogations, and introduction to the criminal justice system. 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.

Law Enforcement Advanced Studies

Prerequisite: Completion of Law Enforcement Program of Study

This course is offered to students who have completed all content standards in a program and desire 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.

Industry-Recognized Credential – Law Enforcement

Prerequisite: Completion of Law Enforcement Program of Study

This course is offered to students who have completed all content standards in a program of study and desire to pursue an Industry-Recognized Credential that aligns with the standards and skills associated with the Law Enforcement Program of Study. This course is designed to expand the students' opportunities to pursue certification aligned with employment standards in the industry aligned with this program of study. The supervising teacher will provide instruction aligned with the certification requirements, monitor progress toward certification, and provide the students with appropriate testing or certification opportunities associated with the intended Industry-Recognized Credential that is the subject of the course. This course may be repeated for additional instruction and credit.

CTE Work Experience – Law, Public Safety, Corrections, and Security

Prerequisite: Completion of Level 2 course in the qualifying program of study

This course is designed to expand the students' opportunities for applied learning. This course provides an in-depth CTE work experience that applies the processes, concepts, and principles as described in the classroom instruction. This course will encourage students to explore and develop advanced skills through work-based learning directly related to the program of study. The course must follow NAC 389.562, 389.564, 389.566 regulations.

Equipment List

This recommended list is based upon a classroom size of 25 students. All costs are estimated and may be adjusted once verified and justified by districts with current quotes. No specific equipment vendor or brand names are endorsed due to various possibilities, but school districts should consult with stakeholders to ensure industry-recognized equipment and software are purchased. The intent of this list is to provide school districts with guidance on the equipment needed to implement the state standards for a Law Enforcement program.

Classroom Equipment   Total: **$5,350**

QTY	ITEM DESCRIPTION	UNIT	TOTAL
1	Teacher Computer	$900	$900
1	Presentation Equipment (e.g., interactive whiteboard (IWB), or other interactive display system with software and accessories)	$3,000	$3,000
1	Networkable Laser Printer (black/white or color)	$400	$400
2	Storage Cabinets (36" x 12" x 72") (lockable)	$300	$600
2	Bookcase (36" x 12" x 42")	$115	$230
2	White Boards (4' x 8')	$110	$220

Program Equipment   Total: **$43,000**

QTY	ITEM DESCRIPTION	UNIT	TOTAL
25	Student Computers	$1,000	$25,000
1	Technology Storage/Charging System (optional)	$2,000	$2,000
1	Patrol Vehicle (donated or used)	$10,000	$10,000
2	Drones	$3,000	$6,000

Instructional Materials   Total: **$6,650**

QTY	ITEM DESCRIPTION	UNIT	TOTAL
25	Student Textbooks (approved by NDE) CTE Instructional Materials list can be found here.	$100	$2,500
1	Teacher Textbook Edition and Resources	$500	$500
1	Curriculum Software Package for Reporting	$2,000	$2,000
1	Nevada Legal Library	$1,000	$1,000
1	Basic Life Support Cardiopulmonary Resuscitation (CPR) Instructor Kit	$275	$275
25	Basic Life Support Student Manuals	$15	$375

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Instructional Supplies   **Total:**   **$15,825**

QTY	ITEM DESCRIPTION	UNIT	TOTAL
5	Automated External Defibrillator (AED) Trainers	$300	$1,500
10	Two-way Radios	$300	$3,000
1	Capture Camera	$300	$300
5	Adult CPR Manikins with Feedback Devices	$200	$1,000
5	Child CPR Manikins with Feedback Devices	$200	$1,000
5	Infant CPR Manikins with Feedback Devices	$200	$1,000
1	Bill of Rights (hard copy, poster, etc.)	$100	$100
25	Pairs of Hinged Handcuffs	$77	$1,925
25	Law Enforcement Duty Belts (including 9 utility attachments)	$25	$625
3	Handcuff Keys (12-pack)	$25	$75
Varies	Uniforms and Badges	$3,000	$3,000
Varies	First Aid Supplies (splints, gauze, tourniquets, bandages, etc.)	$1,000	$1,000
Varies	Personal Protective Equipment (PPE) (gloves, masks, safety glasses, etc.)	$800	$800
Varies	Computer Accessories (cases, covers, etc.) (optional)	$500	$500

Other   **Total:**   **$775**

QTY	ITEM DESCRIPTION	UNIT	TOTAL
1	Incident Command System (ICS) Advanced Training	$500	$500
1	Basic Life Support CPR Instructor Training	$275	$275

Category Totals:

Classroom Equipment	$5,350
Program Equipment	$43,000
Instructional Materials	$6,650
Instructional Supplies	$15,825
Other	$775
Estimated Program Total	**$71,600**

Crosswalks and Alignments for Program of Study Standards

Crosswalks and alignments are intended to assist the teacher make connections for students between the technical skills within the program and 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. The crosswalks are for the required program of study courses, not the complementary courses.

Crosswalks (Academic Standards)

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

Alignments (Mathematical Practices)

In addition to connections with 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 with 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 with 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 Program of Study Standards
and the Nevada Academic Content Standards**

English Language Arts: Language Standards

Nevada Academic Content Standards		Performance Indicators
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.	14.1.1
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.	7.4.5
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.	7.4.1, 10.1.1
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.	2.4.3, 3.2.2
L.11-12.4d	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).	11.3.2
L.11-12.5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	1.5.2, 7.3.1
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.	14.1.1

English Language Arts: Reading Standards for Informational Text

Nevada Academic Content Standards		Performance Indicators
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.	9.4.1
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.	2.2.2, 8.1.1
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).	9.1.1, 9.5.5, 13.2.1, 17.1.2, 17.1.7, 18.1.2
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.	7.5.2

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.	9.3.1
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).	9.1.2, 9.2.1, 9.2.2, 9.2.3, 9.3.2, 9.3.3, 9.5.1
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.	12.1.7

English Language Arts: Reading Standards for Literature

Nevada Academic Content Standards		Performance Indicators
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.	12.1.3, 12.1.5

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

Nevada Academic Content Standards		Performance Indicators
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.	2.1.2
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.	7.5.3, 7.5.4, 11.2.2, 11.2.3, 13.6.2
RST.11-12.5	Analyze how the text structures information or ideas into categories or hierarchies, demonstrating understanding of the information or ideas.	6.1.1, 13.6.1
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.	3.2.1, 3.3.1
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.	5.2.1, 14.1.3
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.	2.1.1, 3.1.1, 7.2.3, 7.3.2, 7.4.3, 9.5.4, 11.1.1, 11.1.2, 13.1.1, 18.1.4

English Language Arts: Speaking and Listening Standards

Nevada Academic Content Standards		Performance Indicators
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.	16.2.4
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.	1.1.1, 1.1.2, 1.2.1, 1.2.4, 1.4.2, 1.5.2, 9.4.4
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.	7.1.4
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.	9.5.6, 16.1.2
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.	8.2.2, 10.2.3, 13.4.1
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.	1.1.1, 1.1.2, 1.2.1, 1.2.4, 1.4.2, 4.1.2, 13.4.3
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.	2.1.4, 7.2.1, 11.3.3, 15.1.3, 16.1.3
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.	1.1.1, 1.1.2, 1.2.1, 1.2.4, 1.4.2, 1.5.2, 4.2.1, 5.1.1, 7.2.2, 8.2.3, 9.4.3, 11.3.1, 13.1.3, 13.4.2, 14.3.1
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.	9.2.5
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.)	11.3.6, 14.3.5

English Language Arts: Writing Standards

Nevada Academic Content Standards		Performance Indicators
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.	2.3.1, 9.4.5
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.	10.2.1
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.	12.1.4
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.	2.4.1
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.	13.6.6
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.	13.3.1, 13.3.3
W.11-12.3b	Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.	2.2.1
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.)	13.6.3
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.	13.6.4
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.	2.3.2, 16.2.2
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.	5.1.2
W.11-12.9	Draw evidence from literary or informational texts to support analysis, reflection, and research.	2.4.2, 2.4.4, 13.1.5

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

Nevada Academic Content Standards		Performance Indicators
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.	7.3.5
WHST.11-12.2	Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.	6.2.1
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.	14.2.2, 14.2.4
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.	5.1.5, 18.2.2
WHST.11-12.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	1.2.5, 1.4.1, 7.1.3, 9.5.3
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.	1.4.4
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.	1.4.5
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.	1.1.2, 1.1.3, 1.4.2, 1.4.3, 1.5.2, 3.3.3, 7.3.3, 18.1.6
WHST.11-12.9	Draw evidence from informational texts to support analysis, reflection, and research.	3.4.1, 5.2.2, 10.1.2, 11.2.1

Math: Number & Quantity – Qualities

Nevada Academic Content Standards		Performance Indicators
NQ.A.3	Choose a level of accuracy appropriate to limitations on measurement when reporting quantities.	13.6.5

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 8.2.8, 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 communications equipment used in a Law Enforcement 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
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.	2.3.2; 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. Describe the behavioral symptoms of drug use and the inherent dangers associated with handling dangerous drugs.	15.1.1-15.1.4
14. Demonstrate procedures to assist individuals requiring special assistance from law enforcement personnel.	7.2.3