

Law Enforcement



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The purpose of this document is to communicate the required Career and Technical Education (CTE) academic standards for the Law Enforcement Program of Study. The academic standards in this document are theoretical and performance-based. The standards contain content from Colorado, Maryland, Tennessee, and Texas and were validated by D.C. business and industry partners. All content is used with permission.

In addition to academic standards, OSSE has incorporated into this document Labor Market Information (LMI) definitions and explanations for the Program of Study; program aligned Industry Recognized Credentials; and Work-Based Learning resources and requirements by course level.

This document is intended for use by educational administrators and practitioners. A similar document is available for each state-approved CTE Program of Study



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Course Level	Course Information	Description
Level I	Principles of Law, Public Safety, Corrections, and Security OSSEID: 15051G1.0014 Grades: 9-12 Prerequisite: None Credit: 1	Principles of Law, Public Safety, Corrections, and Security introduces students to professions in law enforcement, protective services, corrections, firefighting, and emergency management services. Students will examine the roles and responsibilities of police, courts, corrections, private security, and protective agencies of fire and emergency services. The course provides students with an overview of the skills necessary for careers in law enforcement, fire service, protective services, and corrections.
Level II	Law Enforcement I OSSEID: 15054G1.0024 Grades: 10-12 Prerequisite: Principles of Law, Public Safety, Corrections, and Security Credit: 1	Law Enforcement I is an overview of the history, organization, and functions of local, state, and federal law enforcement. Students will understand the role of constitutional law at local, state, and federal levels; the U.S. legal system; criminal law; and law enforcement terminology and the classification and elements of crime.
Level III	Law Enforcement II OSSEID: 15054G1.0034 Grades: 11-12 Prerequisite: Law Enforcement I Credit: 1	Law Enforcement II provides the knowledge and skills necessary to prepare for a career in law enforcement. Students will understand ethical and legal responsibilities, patrol procedures, first responder roles, telecommunications, emergency equipment operations, and courtroom testimony.
Level IV	Practicum in Law, Public Safety, Corrections, and Security OSSEID: 15951G1.0044 Grades: 12 Prerequisite: Law Enforcement II Credit: 1	The practicum course is designed to give students supervised practical application of previously studied knowledge and skills in law, public safety, corrections, and security. Practicum experiences can occur in a variety of locations appropriate to the nature and level of experience.

Industry Certifications

First Course First Aid and CPR

Work-Based Learning Examples and Resources



Level I Course	Level II Course	Level III Course	Level IV Course
Career Exploration Industry Visits Guest Speakers Participate in a CTSO	Career Awareness <i>All of Level I, plus:</i> Postsecondary Visits Program-Specific Site Tours Mock Interviews	Career Preparation <i>All of Level I and II, plus:</i> Job Shadow Paid/Unpaid Internships	Career Preparation Paid/Unpaid Internships Apprenticeships

Several resources are available to help instructors meet the Level I and Level II WBL requirements, including:

Career Coach DC (<http://careercoachdc.emsicc.com>). Online site designed to help students find and connect to a career pathway by providing the most current local data on wages, employment, job postings, and associated education and training. The resource includes a Career Assessment for students.

Nepriis (<https://dc.nepriis.com/>). Connects educators and learners with a network of industry professionals virtually, bringing real-world relevance and career exposure to all students. Nepriis also provides a skills-based volunteering platform for business and industry professionals to extend their educational outreach.

Virtual Job Shadow (<https://virtualjobshadow.com>). Provides interactive tools which empower students to discover, plan, and pursue their dreams. Rich video library presents a “day in the life of” view for thousands of occupations.

Labor Market Information Definitions and Data

Career and Technical Education programs of study in the District of Columbia must meet at least one of the High Wage, High Skill, and In-Demand definitions below to be considered appropriate for our students and the regional labor market. These definitions were created in collaboration with Career and Technical Education leaders from District of Columbia LEAs, the University of the District of Columbia Community College, and national guidance from Research Triangle International (RTI) and Education Northwest. Additionally, previous work was consulted by researchers at MIT’s Labor Wage Index Project and the DC CTE Task Force’s 2012 Strategic Plan for the District of Columbia.

Indicator	Definition	Data for the Law Enforcement Program of Study (source: EMSI, August 2022)
High Wage	<p>Those occupations that have a 25th percentile wage equal to or greater than the most recent MIT Living Wage Index for one adult in the District of Columbia, and/or leads to a position that pays at least the median hourly or annual wage for the Washington, DC, metropolitan statistical area.</p> <p><i>Note: A 25th percentile hourly wage of \$23.13 or greater is required to meet this definition.</i></p>	<p>Standard Occupational Code (SOC): 33-3051.00 Police Patrol Officers</p> <p>Hourly Wages 25th Percentile: \$30.97 50th Percentile: \$36.99 75th Percentile: \$46.13</p>



High Skill	Those occupations located within the Washington, DC, metropolitan statistical area with the following education or training requirements: completion of an apprenticeship program; completion of an industry-recognized certification or credential; associate's degree, or higher.	Typical Entry-Level Education: High school diploma or equivalent
In-Demand	<p>Those occupations in the Washington, DC, metropolitan statistical area having more than the median number of total (growth plus replacement) annual openings over a five-year period.</p> <p><i>Note: An occupation is required to have an annual growth plus replacement rate of 105 openings, or greater, between 2021-2026 to meet this definition.</i></p>	Annual Openings: 2,555



Model Six-Year Plan: Law Enforcement

College: University of the District of Columbia Community College

Program/CIP:

Plan:

Entity: Office of the State Superintendent of Education

Career Cluster: Information Technology

Program of Study: Law Enforcement

High School					College			
Subject	9 th Grade	10 th Grade	11 th Grade	12 th Grade	Semester I	Semester II	Semester III	Semester IV
English (4)	English I	English II	English III	English IV				
Math (4)	Algebra I	Geometry	Algebra II	Math				
Science (4)	Biology	Lab Science	Anatomy and Physiology	Science				
Social Studies (4)	World History and Geography I: Middle Ages	World History and Geography II: Modern World	U.S. History	U.S. Government (.5) and D.C. History (.5)				
Health (.5) and Physical Ed (1)	Health (.5) Physical Ed (.5)	Physical Ed (.5)						
World Languages (2)			World Language I	World Language II				
Art (.5)		Art (.5)						
Music (.5)		Music (.5)						
Elective / Major Courses	Principles of Law, Public Safety, Corrections, and Security	Law Enforcement I	Law Enforcement II	Practicum in Law, Public Safety, Corrections, and Security				
Total possible college credits completed in high school: XX					Credit hours required to complete the AAS program: XX			



Course Standards

Principles of Law, Public Safety, Corrections, and Security

1. **General requirements.** This course is recommended for students in Grades 9-12. Students shall be awarded one credit for successful completion of this course.
2. **Introduction.**
 - A. Career and technical education instruction provides content aligned with challenging academic standards and relevant technical knowledge and skills for students to further their education and succeed in current or emerging professions.
 - B. The Law, Public Safety, Corrections, and Security Career Cluster focuses on planning, managing, and providing legal services, public safety, protective services, and homeland security, including professional and technical support services.
 - C. Principles of Law, Public Safety, Corrections, and Security introduces students to professions in law enforcement, protective services, corrections, firefighting, and emergency management services. Students will examine the roles and responsibilities of police, courts, corrections, private security, and protective agencies of fire and emergency services. The course provides students with an overview of the skills necessary for careers in law enforcement, fire service, protective services, and corrections.
 - D. Students will participate in at least two Career Exploration Work-Based Learning experiences in this course, which might include guest speakers and work-place tours relevant to the program of study.
 - E. Students are encouraged to participate in extended learning experiences such as career and technical student organizations and other leadership or extracurricular organizations.
3. **Knowledge and skills.**
 - A. **The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to achieve business and industry employability skills standards such as attendance, on-time arrival, meeting deadlines, working toward personal/team goals every day, and ethical use of technology.**
 - B. **The student achieves academic knowledge and skills required for career and postsecondary education opportunities associated with the career field. The student is expected to:**
 1. apply English language arts knowledge and skills required for career and postsecondary education opportunities;
 2. apply mathematics knowledge and skills required for career and postsecondary education opportunities; and
 3. apply science knowledge and skills for career and postsecondary education associated with the career field.



- C. **The student uses communication skills in creating, expressing, and interpreting information and ideas, including technical terminology and information. The student is expected to:**
 - 1. evaluate effective use of grammar to develop verbal communication skills;
 - 2. differentiate among speaking strategies used to communicate specific ideas to various audiences;
 - 3. interpret voice quality and delivery to analyze verbal communication; and
 - 4. demonstrate effective interpersonal skills necessary to communicate with coworkers and the public.
- D. **The student formulates ideas, proposals, and solutions to address problems related to the career field in order to ensure effective and efficient delivery of services. The student is expected to:**
 - 1. use analytical skills to formulate ideas, proposals, and solutions to problems;
 - 2. formulate ideas, proposals, and solutions to ensure delivery of services; and
 - 3. use critical-thinking skills to solve ethical issues identified in the career field.
- E. **The student implements measures to maintain safe and healthful working conditions in a law and public safety environment. The student is expected to:**
 - 1. identify, analyze, and evaluate the dangers associated with the different career fields;
 - 2. create and recommend strategies for issues related to the safety and health of employees based on an assessment of a simulated workplace environment;
 - 3. discuss methods for safe handling of hazardous materials;
 - 4. discuss the importance of good health and physical fitness; and
 - 5. demonstrate first aid, cardiopulmonary resuscitation, and automated external defibrillator procedures.
- F. **The student analyzes the legal responsibilities associated with roles and functions within law, public safety, corrections, and security organizations to demonstrate a commitment to professional and ethical behavior. The student is expected to:**
 - 1. examine real-world situations involving ethical dilemmas and professional conduct;
 - 2. explain laws, regulations, and policies that govern professionals; and
 - 3. recommend a strategy for responding to an unethical or illegal situation.
- G. **The student recognizes the importance of interagency cooperation and community policing. The student is expected to:**
 - 1. discuss the importance of police, fire, emergency medical services, court, corrections, and security systems working together to protect the public;
 - 2. examine the roles and responsibilities of first responders;
 - 3. identify jurisdictional problems that may arise as multiple agencies work together;
 - 4. discuss the role of community policing within the District of Columbia; and,
 - 5. differentiate the roles of private security and public law enforcement agencies.
- H. **The student understands the historical and philosophical development of criminal law. The student is expected to:**
 - 1. identify the sources and origin of law in the United States;
 - 2. explain the impact of the U.S. Constitution and Bill of Rights on criminal law in regard to the rights of citizens;
 - 3. differentiate between crimes classified as felonies or misdemeanors and the punishments for each;



4. analyze the essential elements and classifications of a crime;
 5. identify problems commonly associated with the enforcement of criminal laws; and
 6. identify the process by which laws are enacted.
- I. **The student identifies the roles of the public safety professional. The student is expected to:**
1. identify career opportunities in federal, state, county, and municipal law enforcement agencies;
 2. identify the education and training required for various levels of law enforcement;
 3. discuss the history of policing in the United States;
 4. identify the roles and responsibilities of law enforcement professionals;
 5. analyze the impact of constitutional law on police as it relates to arrest, use of force, searches, and seizure;
 6. examine the role of emergency medical services in public safety; and
 7. identify how public safety professionals manage the stress related to these jobs.
- J. **The student identifies the roles and functions of court systems. The student is expected to:**
1. identify career opportunities in the court systems;
 2. identify the levels and functions of criminal courts;
 3. examine the roles of the courtroom work groups such as judges, prosecutors, defense counsel, and bailiffs;
 4. explain pretrial and courtroom procedures; and
 5. identify types of sentencing and sentencing rules.
- K. The student identifies the roles and functions of the correctional system. The student is expected to:
1. explain career opportunities available in the correctional system, including probation and parole;
 2. explain the duties and responsibilities of correctional officers;
 3. recognize the history of prisons in the United States;
 4. explain the differences between jails and prisons;
 5. identify the levels of security in prisons and jails; and
 6. explain the constitutional rights of inmates in prisons and jails.
- L. The student identifies the roles and functions of private security systems and agencies. The student is expected to:
1. explain the career opportunities available in private security;
 2. discuss the history and importance of private security in the United States; and
 3. examine the relationship between private security and public safety agencies.
- M. **The student identifies the roles and functions of fire protection services. The student is expected to:**
1. identify the career opportunities in fire protection services;
 2. explain the duties and responsibilities of firefighters;
 3. recognize the importance of the operation of 911 and computer-aided dispatch systems; and
 4. explain the relationships among police, fire, and emergency medical services.



- N. **The student identifies the roles and functions of student community organizations that support or provide additional information and guidance to those interested in law, public safety, corrections, and protective services. The student is expected to:**
1. research and participate in community organizations such as SkillsUSA, Law Enforcement Explorer Scouts, and National Technical Honor Society; and
 2. identify community outreach organizations such as Volunteer Corps with the Metropolitan Police Department; local student police organizations; or national student police organizations.
- O. **The student develops technology skills. The student is expected to:**
1. Use technology as a tool to research, organize, evaluate, and communicate information.
 2. Use digital technologies (computers, PDAs, media players, GPSs, etc.), communication/networking tools, and social networks appropriately to access, manage, integrate, evaluate, and create information to successfully function in a knowledge economy.
 3. Demonstrate utilizing current and new technologies specific to the program of study, course, and/or industry.
 4. Apply a fundamental understanding of the ethical/legal issues surrounding the access and use of information technologies.



Law Enforcement I

1. **General requirements.** This course is recommended for students in Grades 10-12. Recommended prerequisite: Principles of Law, Public Safety, Corrections, and Security. Students shall be awarded one credit for successful completion of this course.
2. **Introduction.**
 - A. Career and technical education instruction provides content aligned with challenging academic standards and relevant technical knowledge and skills for students to further their education and succeed in current or emerging professions.
 - B. The Law, Public Safety, Corrections, and Security Career Cluster focuses on planning, managing, and providing legal services, public safety, protective services, and homeland security, including professional and technical support services.
 - C. Law Enforcement I is an overview of the history, organization, and functions of local, state, and federal law enforcement. Students will understand the role of constitutional law at local, state, and federal levels; the U.S. legal system; criminal law; and law enforcement terminology and the classification and elements of crime.
 - D. Students are encouraged to participate in extended learning experiences such as career and technical student organizations and other leadership or extracurricular organizations.
 - E. Statements that contain the word "including" reference content that must be mastered, while those containing the phrase "such as" are intended as possible illustrative examples.
3. **Knowledge and skills.**
 - A. **The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to achieve business and industry employability skills standards such as attendance, on-time arrival, meeting deadlines, working toward personal/team goals every day, and ethical use of technology.**
 - B. **The student uses verbal and nonverbal communication skills necessary for law enforcement. The student is expected to:**
 1. relate the meaning of technical concepts and vocabulary associated with law enforcement;
 2. interpret facial expressions, voice quality and delivery, gestures, and body positioning as related to nonverbal communication;
 3. interpret voice quality and delivery such as combination of pitch, tone, and wording;
 4. recognize diversity in culture;
 5. employ active listening skills; and
 6. contribute to group discussions and meetings.
 - C. **The student demonstrates a working knowledge of the laws, methods, and techniques relative to accident investigation:**
 1. produce a crash report involving two or more vehicles in an accident;



2. apply laws associated with accident investigation;
 3. research procedures for responding to an accident scene and how to maintain control of an accident scene; and
 4. demonstrate how to maintain traffic control at an accident scene.
- D. **The student understands ethical behavior standards required for law enforcement personnel. The student is expected to:**
1. explain the role of the U.S. Constitution in relation to the development and implementation of law enforcement;
 2. evaluate individual ethical behavior standards;
 3. analyze legal and ethical behavior standards protecting citizens' constitutional rights;
 4. demonstrate strategies to enhance public trust; and
 5. explain the mission of law enforcement in protecting a democratic society.
- E. **The student explores the U.S. legal system and the requirements for law enforcement. The student is expected to:**
1. explain how citizens are protected by constitutional laws of local, state, and federal courts;
 2. analyze the impact of Supreme Court decisions such as *Mapp v. Ohio*, *Terry v. Ohio*, and *Tennessee v. Garner*;
 3. analyze the similarities, differences, and interactions between local, state, and federal court systems;
 4. illustrate the progression of a case as it moves through local, state, and federal jurisdictions; and
 5. compare the characteristics of civil and criminal court systems.
- F. **The student analyzes custody and interrogation as they relate to the U.S. Supreme court decision in *Miranda v. Arizona*. The student is expected to:**
1. demonstrate the application of the constitutional rights, using the Miranda warning requirements for both adult and juvenile suspects;
 2. explain the additional requirements above the Miranda warnings for juvenile suspects, offenders, and witnesses; and
 3. demonstrate understanding of a non-custodial and custodial interview and interrogation.
- G. **The student analyzes procedural and substantive criminal law. The student is expected to:**
1. define crime categories and respective punishments according to the Code of the District of Columbia (Title 22: Criminal Offenses and Penalties);
 2. analyze the elements of criminal acts according to District of Columbia laws, including Alcoholic Beverage Code (DC Official Code Title 25 and DCMR Title 23); relevant Family Codes; Health and Safety Code (Title 7: Human Health Care and Safety); and the Code of Criminal Procedure (Title 23: Criminal Procedure);
 3. differentiate *mala prohibita* and *mala in se*; and
 4. analyze types of criminal defenses.
- H. **The student executes protocols and procedures protecting the rights of juvenile offenders and victims. The student is expected to:**
1. discuss juvenile law as it relates to the steps in processing status offenses of juveniles; and
 2. demonstrate the procedure for holding conferences with juveniles and parents or guardian.



- I. **The student explains laws associated with the District of Columbia Human Health Care and Safety Code (Title 7, Code of the District of Columbia). The student is expected to:**
 - 1. identify current health and safety issues within the District of Columbia;
 - 2. summarize the laws, processes, and procedures for ensuring a safe and healthy community.
- J. **The student summarizes the philosophy and concepts that influence the development and implementation of a community-oriented police program. The student is expected to:**
 - 1. define community-oriented policing; and
 - 2. evaluate the skills needed to be a successful community-oriented police officer; and,
 - 3. describe the role of community policing within the District of Columbia.
- K. **The student uses field note-taking and report-writing skills to complete a police call sheet, an incident report, and a supplemental report. The student is expected to:**
 - 1. describe the components of a police call sheet, an incident report, and a supplemental report;
 - 2. explain why a police call sheet, an incident report, and a supplemental report are legal documents;
 - 3. demonstrate obtaining the appropriate information for a police call sheet, an incident report, and a supplemental report; and
 - 4. write a police call sheet, an incident report, and a supplemental report using clear, concise, and legible entries.
- L. **The student analyzes reasonable suspicion and probable cause for motor vehicle traffic stops. The student is expected to:**
 - 1. apply techniques used to assess risk in vehicle stops;
 - 2. understand and analyze traffic laws contained in the District of Columbia Motor and Non-Motor Vehicles and Traffic Code (Code of the District of Columbia, Title 50) and their applications;
 - 3. execute a simulated misdemeanor traffic stop using the seven-step violator contact method;
 - 4. execute a simulated felony traffic stop with one and two patrol units;
 - 5. identify if a traffic law has been violated according to the District of Columbia Motor and Non-Motor Vehicles and Traffic Code regarding a driving situation; and
 - 6. identify the regulations relating to arrest, charging procedures, notices, and promises to appear.
- M. **The student employs procedures to protect, document, and process a crime scene. The student is expected to:**
 - 1. demonstrate how to lift and preserve developed latent prints from a simulated crime scene; and
 - 2. demonstrate how to photograph, sketch, search, collect, document, and protect the crime scene area for further investigation.
- N. **The student demonstrates and applies a working knowledge of the detection, apprehension, and arrest of an intoxicated driver. The student is expected to:**
 - 1. explain the laws related to driving while intoxicated and related offenses; and
 - 2. discuss the development of "reasonable suspicion" for the intoxicated driver stop and temporary detention.



- O. **The student demonstrates a working knowledge of a tactical entry into a residence and building safely. The student is expected to:**
1. describe techniques officers can use to safely approach a residence or building;
 2. explain techniques to safely enter and search a residence or building;
 3. demonstrate the correct techniques for entering a doorway and searching a room(s); and
 4. demonstrate methods for clearing buildings or residences and techniques used when suspects are found inside a building or residence.
- P. **The student develops technology skills. The student is expected to:**
1. Use technology as a tool to research, organize, evaluate, and communicate information.
 2. Use digital technologies (computers, PDAs, media players, GPSs, etc.), communication/networking tools, and social networks appropriately to access, manage, integrate, evaluate, and create information to successfully function in a knowledge economy.
 3. Demonstrate utilizing current and new technologies specific to the program of study, course, and/or industry.
 4. Apply a fundamental understanding of the ethical/legal issues surrounding the access and use of information technologies.



Law Enforcement II

1. **General requirements.** This course is recommended for students in Grades 11-12. Prerequisite: Law Enforcement I. Students shall be awarded one credit for successful completion of this course.
2. **Introduction.**
 - A. Career and technical education instruction provides content aligned with challenging academic standards and relevant technical knowledge and skills for students to further their education and succeed in current or emerging professions.
 - B. The Law, Public Safety, Corrections, and Security Career Cluster focuses on planning, managing, and providing legal services, public safety, protective services, and homeland security, including professional and technical support services.
 - C. Law Enforcement II provides the knowledge and skills necessary to prepare for a career in law enforcement. Students will understand ethical and legal responsibilities, patrol procedures, first responder roles, telecommunications, emergency equipment operations, and courtroom testimony.
 - D. Students are encouraged to participate in extended learning experiences such as career and technical student organizations and other leadership or extracurricular organizations.
3. **Knowledge and skills.**
 - A. **The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to achieve business and industry employability skills standards such as attendance, on-time arrival, meeting deadlines, working toward personal/team goals every day, and ethical use of technology.**
 - B. **The student achieves the academic knowledge and skills required to prepare for postsecondary education and a career in law enforcement. The student is expected to:**
 1. demonstrate the use of communication skills to evaluate body language, gestures, verbal tone, and inflection;
 2. apply interpersonal communication skills;
 3. apply writing skills to facilitate effective field note taking and report writing such as police incident reports;
 4. describe and demonstrate appropriate dispute resolution strategies;
 5. create various scenarios that use patrol tactics to effect an arrest; and
 6. demonstrate appropriate use of law, public safety, corrections, and security terminology.
 - C. **The student uses telecommunications equipment. The student is expected to:**
 1. support the use of telecommunication mobile and handheld radio systems and current technology;
 2. formulate simulated radio communications using phonetic alphabet and common terminology;
 3. conduct simulated radio and data communications using mobile data computers and handheld radios;
 4. evaluate safety concerns with the use of telecommunications equipment, including when in the presence of non-first responders and while operating vehicles;
 5. explain the need of prioritizing calls for service; and



6. identify the procedures used during emergency communications incidents such as hostage incidents and active pursuits.
- D. **The student presents testimony in legal proceedings in accordance with courtroom procedures. The student is expected to:**
1. explain the roles of the courtroom work group;
 2. analyze the importance of reviewing field notes, reports, and evidence prior to pre-trial meeting;
 3. apply proper explanation for the introduction of evidence for admission into a trial;
 4. analyze effective courtroom testimony;
 5. demonstrate an understanding of the importance of professionalism in demeanor and attire as a witness; and
 6. discuss the importance of a pre-trial meeting with a prosecutor.
- E. **The student recognizes the importance of using interpersonal communication techniques to resolve conflicts and reduce anger. The student is expected to:**
1. examine interpersonal communication techniques used in law enforcement;
 2. distinguish between passive, passive-aggressive, aggressive, and assertive behavior;
 3. discuss strategies for dealing with difficult people; and
 4. examine factors that contribute to a person's hostility.
- F. **The student examines the techniques used to manage crisis situations and maintain public safety. The student is expected to:**
1. demonstrate crisis negotiations to promote the safety of individuals and the general public;
 2. participate in a simulated scenario as a crisis negotiation team member;
 3. demonstrate effective communication techniques in a simulated crisis negotiation;
 4. examine hostage safety considerations during a simulated crisis negotiation; and
 5. differentiate between public safety and individual rights during crisis negotiation.
- G. **The student explores civil law enforcement procedures for serving writs, warrants, and summons. The student is expected to:**
1. research civil law procedures such as attachment, garnishment, claim, and delivery;
 2. identify limits on use of force and entry to private property during civil process service; and,
 3. identify requirements for emergency mental health evaluation.
- H. **The student analyzes local and state law enforcement procedures pertaining to alcohol and beverage laws. The student is expected to:**
1. explain alcohol and beverage laws and procedures controlling illegal sales and consumption;
 2. define alcoholic beverages;
 3. differentiate between legal and illegal alcohol sales; and
 4. identify circumstances under which alcoholic beverages may be legally consumed.



- I. **The student explores laws and procedures to enforce violations of driving while intoxicated and driving under the influence. The student is expected to:**
 - 1. execute and interpret tests related to driving under the influence such as the National Traffic Highway Safety Administration Standardized Field Sobriety Test and the Horizontal Gaze Nystagmus, Walk-and-Turn, and One-Leg Stand tests;
 - 2. recognize and interpret indicators of impaired driving;
 - 3. describe methods used to detect and apprehend drivers under the influence; and
 - 4. prepare evidence and reports required to give court testimony related to driving under the influence.
- J. **The student identifies crowd control methods. The student is expected to:**
 - 1. explain the deployment of less-than-lethal and chemical crowd control measures;
 - 2. identify the need assessment of crowd management, including officer safety, surveillance, protection of life, protection of property, and requests for assistance from other officers and agencies;
 - 3. demonstrate establishing perimeters for crowd control; and
 - 4. explain the importance of identifying group leaders, followers, and victims.
- K. **The student evaluates situations requiring the use of force. The student is expected to:**
 - 1. demonstrate the use of the force continuum in simulated situations requiring varied degrees of force;
 - 2. explain the guidelines and restrictions imposed by state and federal governments related to the use of deadly force;
 - 3. identify the legal authority for the use of force;
 - 4. analyze and evaluate the use of less-than-lethal use of force; and
 - 5. analyze and evaluate the use of deadly force.
- L. **The student describes procedures designed to safely transport a person in custody. The student is expected to:**
 - 1. demonstrate a search of an individual incidental to an arrest;
 - 2. demonstrate the procedures for transporting a person without violating personal rights or jeopardizing personal safety;
 - 3. demonstrate different methods of restraining a person being transported; and
 - 4. discuss transporting non-custodial persons and juveniles.
- M. **The student conducts interviews of individuals ensuring protection of rights as outlined in the U.S. Constitution. The student is expected to:**
 - 1. demonstrate interviewing techniques; and,
 - 2. demonstrate the use of dispute resolution strategies during an interview.
- N. **The student investigates and documents a motor vehicle accident. The student is expected to:**
 - 1. record simulated crash scene evidence using standard report procedures;
 - 2. analyze simulated crash scene evidence using standard laws, regulations, and procedures;
 - 3. perform mathematical calculations using speed, velocity, time, and distance;
 - 4. draw scale diagrams of simulated collisions using templates; and
 - 5. interpret crash scene evidence.



- O. **The student recognizes law enforcement roles in preparedness and response systems for disaster situations. The student is expected to:**
1. demonstrate knowledge of the incident command system;
 2. coordinate with response partners from all levels of government and with the private sector;
 3. evaluate incident command system applications, organizational principles and elements, positions and responsibilities, facilities and functions, and planning; and
 4. apply Federal Emergency Management Agency Incident Command Structure to a simulated scenario.
- P. **The student explores procedures for handling and managing explosives and hazardous material incidents. The student is expected to:**
1. identify and classify hazardous materials;
 2. respond to a simulated situation involving explosive materials using protocols and procedures designed to maintain personal and public safety;
 3. explain procedures for responding to reports of bomb threats and suspicious objects;
 4. conduct a simulated building and property search to locate explosive devices and materials; and
 5. explain procedures for responding to hazardous material incidents.
- Q. **The student examines law enforcement functions regarding critical infrastructure protection from potential terrorist and natural disaster threats. The student is expected to:**
1. analyze critical infrastructure protection techniques; and
 2. develop a plan for protecting a potential target.
- R. **The student explores new and emerging technologies in law enforcement. The student is expected to:**
1. research new technologies used in law enforcement such as robots to diffuse potential explosives; and
 2. explain the importance of continuing education in law enforcement.
- S. **The student evaluates patrol procedures and response to calls for service encountered by first responders. The student is expected to:**
1. demonstrate the legal justification and the application of probable cause for first responders' actions during a response to a suspected offense or an actual offense;
 2. simulate conducting a misdemeanor and a high-risk traffic stop;
 3. analyze pursuit procedures such as incidents involving vehicles, motorcycles, and foot pursuits;
 4. simulate responding to a delayed crime and a crime in progress;
 5. simulate conducting a building search;
 6. simulate conducting an arrest with a warrant or a warrantless arrest;
 7. differentiate procedures when responding with one-person units, two-person units, multiple units, other agency units, and specialized units such as air, K-9, and undercover operations;
 8. compare patrol responses when responding to offenses on-view, dispatched calls, and public information requests; and
 9. demonstrate the importance of being safety conscious when in the role of being a first responder.



- T. The student evaluates the importance of first responders in developing a positive community relationship. The student is expected to:**
1. explore the development of community policing in the United States;
 2. describe the development and use of community policing within the District of Columbia;
 3. evaluate the role of school resource officers;
 4. evaluate the role of neighborhood service officers;
 5. evaluate the role of crime prevention officers such as McGruff Safe Kids, neighborhood watch programs, store front officers, and citizens on patrol;
 6. evaluate the responsibilities of the public information officer; and
 7. conduct a crime prevention analysis.
- U. The student demonstrates procedures in investigating a crime scene. The student is expected to:**
1. identify the legal requirements for first responders to enter, remain, release, and return to a crime scene;
 2. demonstrate procedures prior to entering a crime scene and securing a crime scene;
 3. demonstrate procedures in conducting a proper search of a crime scene for evidence such as using a strip-line search, grid-quadrant search, zone-wheel search, spiral search, or base-line search;
 4. demonstrate procedures for marking and collecting evidence found in a crime scene;
 5. demonstrate procedures for measuring and sketching evidence and important landmarks in a crime scene;
 6. demonstrate procedures for photographing the crime scene and evidence during the process of investigating a crime scene, including wide angle, mid-range, spatial relationship, and close-up photographs; and
 7. demonstrate chain of custody and proper packaging of various types of evidence for transportation.
- V. The student develops technology skills. The student is expected to:**
1. Use technology as a tool to research, organize, evaluate, and communicate information.
 2. Use digital technologies (computers, PDAs, media players, GPSs, etc.), communication/networking tools, and social networks appropriately to access, manage, integrate, evaluate, and create information to successfully function in a knowledge economy.
 3. Demonstrate utilizing current and new technologies specific to the program of study, course, and/or industry.
 4. Apply a fundamental understanding of the ethical/legal issues surrounding the access and use of information technologies.



Practicum in Law, Public Safety, Corrections, and Security

1. **General requirements.** This course is recommended for students in Grade 12. The practicum course is a paid or unpaid capstone experience for students participating in a coherent sequence of career and technical education courses in the Law, Public Safety, Corrections, and Security Career Cluster. Prerequisite: Law Enforcement II. Students shall be awarded one credit for successful completion of this course.
2. **Introduction.**
 - A. Career and technical education instruction provides content aligned with challenging academic standards and relevant technical knowledge and skills for students to further their education and succeed in current or emerging professions.
 - B. The Law, Public Safety, Corrections, and Security Career Cluster focuses on planning, managing, and providing legal services, public safety, protective services, and homeland security, including professional and technical support services.
 - C. The practicum course is designed to give students supervised practical application of previously studied knowledge and skills in law, public safety, corrections, and security. Practicum experiences can occur in a variety of locations appropriate to the nature and level of experience.
 - D. Students are encouraged to participate in extended learning experiences such as career and technical student organizations and other leadership or extracurricular organizations.
1. **Knowledge and skills.**
 - A. **The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to achieve business and industry employability skills standards such as attendance, on-time arrival, meeting deadlines, working toward personal/team goals every day, and ethical use of technology.**
 - B. **The student demonstrates professional standards as required by business and industry. The student is expected to:**
 1. adhere to policies and procedures;
 2. demonstrate positive work behaviors and attitudes such as punctuality, time management, initiative, and cooperation;
 3. accept constructive criticism;
 4. apply ethical reasoning to a variety of situations in order to make ethical decisions;
 5. complete tasks with the highest standards to ensure quality services;
 6. describe professional standards in law, public safety, corrections, and security careers such as dress, grooming, and personal protective equipment as appropriate; and
 7. comply with practicum setting safety such as rules and regulations to maintain safe and healthful working conditions and environments.



- C. **The student applies concepts of critical thinking and problem solving. The student is expected to:**
1. analyze elements of a problem to develop creative and innovative solutions;
 2. critically analyze information to determine its value for the problem-solving task;
 3. compare and contrast alternatives using a variety of critical-thinking skills; and
 4. conduct technical research to gather information necessary for decision making.
- D. **The student demonstrates leadership and teamwork skills in collaborating with others to accomplish goals and objectives. The student is expected to:**
1. analyze leadership characteristics such as trust, positive attitude, integrity, and willingness to accept key responsibilities in a work situation;
 2. demonstrate teamwork skills through working cooperatively with others to achieve tasks;
 3. demonstrate teamwork processes that promote skills such as team building, consensus, continuous improvement, respect for the opinions of others, cooperation, adaptability, and conflict resolution;
 4. demonstrate responsibility for shared group and individual work tasks;
 5. maintain effective working relationships in order to accomplish objectives and tasks;
 6. demonstrate effective working relationships using interpersonal skills;
 7. apply positive interpersonal skills to work cooperatively with others;
 8. demonstrate respect for individuals such as those from different cultures, genders, and backgrounds; and
 9. demonstrate sensitivity to and value for diversity.
- E. **The student demonstrates verbal, nonverbal, and written communication skills in creating, expressing, and interpreting information and ideas, including technical terminology and information. The student is expected to:**
1. demonstrate the use of content, technical concepts, and vocabulary when analyzing information and following directions;
 2. employ verbal skills when obtaining and conveying information;
 3. access information sources for occupational tasks using technical materials and informational texts such as Internet websites;
 4. evaluate the reliability of information from technical materials, resources, and informational texts such as Internet websites;
 5. interpret verbal and nonverbal behaviors to enhance communication;
 6. apply active listening skills to obtain and clarify information; and
 7. use academic skills to facilitate effective written and verbal communication such as emails, texting, and written documents.
- F. **The student demonstrates technical knowledge and skills required to pursue a career in the Law, Public Safety, Corrections, and Security Career Cluster. The student is expected to:**
1. develop advanced technical knowledge and skills related to the student's occupational objective;
 2. evaluate strengths and weaknesses in technical skill proficiency; and
 3. accept critical feedback provided by the supervisor.
- G. **The student documents technical knowledge and skills. The student is expected to:**
1. update a professional portfolio reflecting items such as work quality and productivity; technical skills; problem solving; creativity and innovation; communication skills; teamwork and flexibility; initiative and



self-direction; accountability and integrity; attendance; licensures or certifications, including awards and scholarships, extended learning experiences, community service, and active participation in career and technical student and professional organizations; abstract of technical competencies mastered during the practicum; updated and current resume; samples of work; and evaluation from the practicum supervisor; and

2. present the portfolio to interested stakeholders.

H. The student develops technology skills. The student is expected to:

1. use technology as a tool to research, organize, evaluate, and communicate information;
2. use digital technologies (computers, PDAs, media players, GPSs, etc.); communication/networking tools, and social networks appropriately to access, manage, integrate, evaluate, and create information to function in a knowledge economy successfully;
3. demonstrate using current and new technologies specific to the program of study, course, and/or industry; and
4. apply a fundamental understanding of the ethical/legal issues surrounding the access and use of information technologies.