Maryland CTE Programs of Study

Criminal Justice & Law Enforcement III (2025)

GENERAL REQUIREMENTS This course is recommended for students in Grades 11-12. 1

1 GENERAL REQUIREMENTS This course is recommended for students in Grades 11-12. 1

INTRODUCTION 2

A Career and Technical Education (CTE) 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. 2.A

B The Public Service & Safety Career Cluster focuses on preparing students for careers in criminal justice, public safety, and legal services. This cluster emphasizes the skills needed to uphold laws, ensure community safety, and support the judicial system. Professionals in this field work across diverse settings, including police departments, corrections facilities, and legal institutions. 2.B

C This program introduces students to foundational knowledge in policing, legal processes, and public safety protocols. Students will gain practical experience through structured coursework, and exposure to law enforcement scenarios. 2.C

D Course III expands on Course II by diving into community engagement, law enforcement skills, and leadership development while maintaining a strong foundation in ethics and effective communication. 2.D

E Students will participate in at least two Career-Connected Education and Work-Based Learning experiences in this course, such as attending guest lectures, job shadowing, or site visits with local or state agencies. 2.E

F Students are encouraged to participate in extended learning experiences through aligned Career and Technical Student Organizations (CTSOs). CTSOs are a cocurricular requirement in the Carl D. Perkins Act, and alignment to CTSO activities is an expectation for CTE programs in the state of Maryland. 2.F

KN SK Skip to main content

The student demonstrates law enforcement and leadership capabilities. The tudent is expected to: 3.A

1 Demonstrate proficiency in using crime scene investigation kits, communication devices and humane design communication. 3.A.1

2 Lead team efforts during simulated operations, such as understanding the rights of citizens in scenarios. 3.A.2

3 Use leadership skills to manage personnel and resources during mock investigations, patrols, or emergency response exercises. 3.A.3

B The student develops advanced investigative skills and emergency response skills. The student is expected to: 3.B

1 Develop a career plan that includes the necessary education, certifications, job skills, and experience for specific roles in criminal justice and law enforcement services. 3.B.1

2 Create a professional resume and portfolio that reflect skills, projects, certifications, and recommendations. 3.B.2

3 Demonstrate effective interview skills. 3.B.3

C The student develops technology and digital literacy skills. The student is expected to: 3.C

1 Use technology as a tool for research, organization, communication, and problem-solving. 3.C.1

2 Use digital tools, including computers, mobile devices, collaboration platforms, and cloud services, to access, manage, and create information. 3.C.2

3 Demonstrate proficiency in using emerging and industry-standard technologies, including skills and applying creative techniques to create visually appealing products. 3.C.3

4 Understand ethical and legal considerations for technology use, including the principles of data protection, copyright, and responsible technology use. 3.C.4

5 Interpret and apply GIS mapping for incident planning and resource deployment. 3.C.5

6 Create data visualizations and dashboards using tools like Tableau or Excel for informed decision-making. 3.C.6

7 Leverage project management software to schedule, monitor, and execute tasks. 3.C.7

D The student integrates core academic skills into practice. The student is expected to: 3.D

1 Demonstrate the use of clear communication techniques, both written and verbal, that are consistent with industry standards. 3.D.1

2 Apply English concepts such as writing informative texts when documenting the design process and articulating goals. 3.D.2

3 Demonstrate mathematical understanding and awareness with service decision-making. 3.D.3

Skip to main content

E **The student demonstrates knowledge of health and wellness in emergency services careers. The student is expected to:** 3.E

1. Understand the physical and mental demands of criminal justice and law enforcement to develop strategies for injury prevention. 3.E.1
2. Participate in fitness training programs to maintain physical readiness for emergency response tasks. 3.E.2
3. Collaborate with emergency services professionals to gain firsthand insights into industry practice. 3.E.3

F **The student participates in extended learning opportunities to enhance career readiness. The student is expected to:** 3.F

1. Engage in apprenticeships with local departments or state departments. 3.F.1
2. Engage in internships with local departments or state departments. 3.F.2
3. Collaborate with professionals to gain firsthand insights into industry practice. 3.F.3

G **The student prepares for a work-based learning experience by demonstrating professional skills. The student is expected to:** 3.G

1. Develop a professional resume, portfolio, or skills showcase, highlighting competencies. 3.G.1
2. Practice interview skills and demonstrate knowledge of workplace expectations in settings. 3.G.2
3. Set career-related goals for a work-based learning experience, including specific skills to develop and refine. 3.G.3