Texas CTE

Law, Public Safety, Corrections, and Security (2010): Grades 11, 12

Adopted 2010

Principles of Law, Public Safety, Corrections, and Security

(1) The student achieves academic knowledge and skills required for a career and postsecondary education opportunities associated with law, public safety, corrections, and security. The student is expected to:

- (A) apply English language arts knowledge and skills required for career and postsecondary education opportunities;
- (B) apply mathematics knowledge and skills required for career and postsecondary education opportunities; and
- (C) apply science knowledge and skills for career and postsecondary education associated with law, public safety, corrections, and security.

(2) The student uses communication skills in creating, expressing, and interpreting information and ideas, including technical terminology and information. The student is expected to:

- (A) model effective use of grammar to demonstrate verbal communication skills;
- (B) execute speaking strategies used to communicate specific ideas to various audiences;
- (C) interpret voice quality and delivery to interpret verbal communication; and
- (D) model effective interpersonal skills necessary to communicate with coworkers and the public.

(3) The student formulates ideas, proposals, and solutions to address problems related to law, public safety, corrections, and security in order to ensure effective and efficient delivery of services. The student is expected to:

- (A) use logical constructions to formulate ideas, proposals, and solutions to problems;
- (B) formulate ideas, proposals, and solutions to ensure delivery of services; and
- (C) use critical-thinking skills to solve ethical issues identified in law, public safety, corrections, and security.

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The student implements measures to maintain safe and healthful working conditions in a law and public safety environment. The student is expected to:

(A) identify the dangers associated with careers in law, public safety, corrections, and security;

(B) recommend strategies for issues related to the safety and health of employees based on an assessment of a simulated workplace environment;

(C) discuss methods for safe handling of hazardous materials;

(D) discuss the importance of good health and physical fitness; and

(E) demonstrate first aid and cardiopulmonary resuscitation procedures.

(5) 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:

(A) examine real-world situations involving ethical dilemmas and professional conduct;

(B) explain laws, regulations, and policies that govern professionals; and

(C) recommend a strategy for responding to an unethical or illegal situation.

(6) The student recognizes the importance of interagency cooperation. The student is expected to:

(A) discuss the importance of police, fire, emergency medical services, court, corrections, and security systems working together to protect the public;

(B) explain the roles and responsibilities of first responders;

(C) identify jurisdictional problems that may arise as multiple agencies work together; and

(D) differentiate the roles of private security and public law enforcement agencies.

(7) The student understands the historical and philosophical development of criminal law. The student is expected to:

(A) identify the sources and origin of law in the United States;

(B) explain the impact of the United States Constitution and Bill of Rights on criminal law in regard to the rights of citizens;

(C) differentiate between crimes classified as felonies or misdemeanors and the punishments for each;

(D) analyze the essential elements and classifications of a crime;

(E) identify problems commonly associated with the enforcement of criminal laws; and

(F) outline the process by which laws are enacted.

(8) The student identifies the roles of the public safety professional. The student is expected to:

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(A) identify career opportunities in federal, state, county, and municipal law enforcement agencies;

(B) identify the education and training required for various levels of law enforcement;

(C) discuss the history of policing in the United States;

(D) identify the roles and responsibilities of law enforcement professionals;

(E) analyze the impact of constitutional law on police as it relates to arrest, use of force, searches, and seizure;

(F) examine the role of emergency medical services in public safety; and

(G) identify how public safety professionals manage the stress related to these jobs.

(9) The student identifies the roles and functions of court systems. The student is expected to:

(A) identify career opportunities in the court systems;

(B) identify the levels and functions of criminal courts;

(C) examine the roles of the courtroom work groups such as judges, prosecutors, defense counsel, and bailiffs;

(D) explain pretrial and courtroom procedures; and

(E) identify types of sentencing and sentencing rules.

(10) The student identifies the roles and functions of the correctional system. The student is expected to:

(A) explain career opportunities available in the correctional system, including probation and parole;

(B) explain the duties and responsibilities of correctional officers;

(C) outline the history of prisons in the United States;

(D) explain the differences between jails and prisons;

(E) identify the levels of security in prisons and jails; and

(F) explain the constitutional rights of inmates in prisons and jails.

(11) The student identifies the roles and functions of private security systems and agencies. The student is expected to:

(A) explain the career opportunities available in private security;

(B) discuss the history and importance of private security in the United States; and

(C) examine the relationship between private security and public safety agencies.

(12) The student identifies the roles and functions of fire protection services. The student is expected to:

(A) identify the career opportunities in fire protection services;

(B) explain the duties and responsibilities of firefighters;

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(C) recognize the importance of the operation of 911 and computer-aided dispatch systems; and

(D) explain the relationship between police, fire, and emergency medical services.

Law Enforcement I

(1) The student explores the history of law enforcement. The student is expected to:

(A) trace the history of law enforcement from pre-industrial Europe, nineteenth century England, and the United States through contemporary policing in the United States; and

(B) identify core issues in the development of law enforcement such as centralization and authority.

(2) The student uses verbal and nonverbal communication skills necessary for law enforcement. The student is expected to:

(A) relate the meaning of technical concepts and vocabulary associated with law enforcement;

(B) interpret facial expressions, gestures, and body positioning as related to nonverbal communication;

(C) interpret voice quality and delivery such as combination of pitch, tone, and wording;

(D) recognize diversity in culture;

(E) employ active listening skills; and

(F) contribute to group discussions and meetings.

(3) The student uses critical-thinking skills independently and in teams. The student is expected to:

(A) analyze elements of a problem to develop creative solutions; and

(B) use problem-solving methods when developing proposals and solutions.

(4) The student understands ethical behavior standards required for law enforcement personnel. The student is expected to:

(A) explain the role of the United States Constitution in relation to the development and implementation of law enforcement;

(B) evaluate individual ethical behavior standards;

(C) analyze legal and ethical behavior standards protecting citizens' constitutional rights;

(D) demonstrate strategies to enhance public trust; and

(E) explain the mission of law enforcement in protecting a democratic society.

(5) The student explores the United States legal system and the requirements for law enforcement. The student is expected to:

(A) explain how citizens are protected by constitutional laws of local, state, and federal courts;

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(B) analyze the impact of Supreme Court decisions such as Mapp v. Ohio, Terry v. Ohio, and Tennessee v. Garner;

(C) analyze the similarities, differences, and interactions between state and federal court systems;

(D) illustrate the progression of a case as it moves through local, state, and federal jurisdiction; and

(E) compare the characteristics of civil and criminal court systems.

(6) The student analyzes custody and interrogation as they relate to the United States Supreme court decision in Miranda v. Arizona. The student is expected to:

(A) advise a person of their constitutional rights using the Miranda warning requirements;

(B) explain the additional requirements above the Miranda warnings for juvenile suspects, offenders, and witnesses; and

(C) conduct a non-custodial and custodial interview.

(7) The student analyzes procedural and substantive criminal law. The student is expected to:

(A) define crime categories and respective punishments;

(B) analyze the elements of criminal acts;

(C) differentiate mala prohibita and mala in se; and

(D) analyze types of criminal defenses.

(8) The student analyzes law related to victims and witnesses. The student is expected to:

(A) analyze the rights of victims of crimes and witnesses to crime laws such as the Victim and Witness Protection Act of 1982, the Victims of Crime Act of 1984, the Victim's Rights and Restitution Act, the Child Victims' Bill of Rights of 1990, and the Victim Right Clarification Act of 1997; and

(B) research the state and federal laws related to the witness protection program.

(9) The student executes protocols and procedures protecting the rights of juvenile offenders and victims. The student is expected to:

(A) discuss juvenile law as it relates to the steps in processing status offenses of juveniles; and

(B) demonstrate the procedure for holding conferences with juveniles and parents or guardians.

(10) The student recognizes the signs and symptoms of possible child and geriatric abuse and neglect. The student is expected to:

(A) explain Battered Child Syndrome; and

(B) summarize characteristics found in victims of child and geriatric abuse and neglect.

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(11) The student explains behavioral symptoms of drug users and dangers associated with handling drugs. The student is expected to:

(A) identify current commonly abused drugs in society;

(B) research the effects of substances such as ecstasy, gamma hydroxybutyrate, rohypnol, and ketamine; and

(C) summarize the procedures for handling dangerous and unpredictable drugs such as methamphetamine.

(12) The student summarizes the philosophy and concepts that influence the development and implementation of a community-oriented police program. The student is expected to:

(A) define community-oriented policing; and

(B) evaluate the skills needed to be a successful community-oriented police officer.

(13) The student uses field note-taking and report-writing skills to complete police incident reports. The student is expected to:

(A) describe the components of a police incident report;

(B) explain why a police incident report is a legal document;

(C) solicit the appropriate information for a police incident report; and

(D) prepare a police report using clear, concise, and legible entries.

(14) The student analyzes reasonable suspicion and probable cause for motor vehicle traffic stops. The student is expected to:

(A) apply techniques used to assess risk in vehicle stops;

(B) comply with local established policies and procedures;

(C) execute a simulated traffic stop using the seven-step violator contact method; and

(D) execute a simulated felony traffic stop.

(15) The student employs procedures to protect, document, and process a crime scene. The student is expected to:

(A) lift and preserve developed latent prints from a simulated crime scene;

(B) document and protect the crime scene area for further investigation; and

(C) demonstrate crime scene investigation techniques used to collect, protect, and document deoxyribonucleic acid evidence collection in a simulated crime scene.

Law Enforcement II

(1) 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:

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(A) use communication skills to evaluate body language, gestures, verbal tone, and inflection;

(B) use interpersonal communication skills; and

(C) use writing skills to facilitate effective field note taking and report writing such as police incident reports.

(2) The student uses telecommunication equipment. The student is expected to:

(A) conduct telecommunication using mobile and hand-held radio systems;

(B) conduct simulated radio communications;

(C) transmit and retrieve information over the mobile data terminal; and

(D) disseminate data to multiple mobilized units using the mobile data terminal.

(3) The student presents testimony in legal proceedings in accordance with courtroom procedures. The student is expected to:

(A) explain the roles of the courtroom work group;

(B) prepare testimony for court providing factual information from reports and eyewitness accounts; and

(C) present testimony during a mock trial.

(4) The student recognizes the importance of using anger management techniques to resolve conflicts and reduce anger. The student is expected to:

(A) examine anger management techniques used in law enforcement;

(B) distinguish between passive, aggressive, and assertive behavior;

(C) discuss strategies for dealing with difficult people; and

(D) examine factors that contribute to a person's hostility.

(5) The student examines the techniques used to manage crisis situations and maintain public safety. The student is expected to:

(A) demonstrate crisis negotiations to promote the safety of individuals and the general public;

(B) participate in a simulated scenario as a crisis negotiation team member;

(C) demonstrate effective communication techniques in a simulated crisis negotiation;

(D) examine hostage safety considerations during a simulated crisis negotiation; and

(E) differentiate between public safety and individual rights during crisis negotiation.

(6) The student understands techniques to foster public cooperation for victims in a variety of law enforcement situations. The student is expected to:

(A) determine procedures for advising crime victims' legal recourse;

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(B) explain step-by-step court procedures for suspects, victims, and witnesses entering the system;

(C) explain the procedures for providing appropriate assistance to individuals with disabilities such as autism, Alzheimer's disease, the hearing impaired, the visually impaired, and the mobility impaired; and

(D) define the steps involved in conducting the preliminary investigation of a hate crime.

(7) The student analyzes procedures and protocols for domestic violence. The student is expected to:

(A) recognize techniques to enforce domestic violence laws;

(B) diffuse a simulated domestic violence incident; and

(C) apply laws in making an arrest.

(8) The student explores civil law enforcement procedures for serving writs, warrants, and summons. The student is expected to:

(A) research civil law procedures such as attachment, garnishment, claim, and delivery;

(B) identify limits on use of force and entry to private property during civil process service; and

(C) differentiate domestic violence Protective Orders, Order of No Contact, and Orders to Pick up Children.

(9) The student analyzes local and state law enforcement procedures pertaining to alcohol and beverage laws. The student is expected to:

(A) explain alcohol and beverage laws and procedures controlling illegal sales and consumption;

(B) define alcoholic beverages;

(C) differentiate between legal and illegal alcohol sales; and

(D) identify circumstances under which alcoholic beverages may be legally consumed.

(10) The student explores laws and procedures to enforce violations of driving while intoxicated and driving under the influence. The student is expected to:

(A) execute and interpret tests related to driving under the influence such as the Standardized Field Sobriety Test, Horizontal Gaze Nystagmus, Walk-and-Turn, and One-Leg-Stand;

(B) recognize and interpret evidence;

(C) describe methods used to detect and apprehend drivers under the influence; and

(D) prepare evidence and reports required to give court testimony related to driving under the influence.

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(11) The student implements crowd management strategies to maintain control over large gatherings. The student is expected to:

(A) role play techniques employed to effectively control crowds; and

(B) explain the deployment of less-than-lethal and chemical crowd control measures.

(12) The student evaluates situations requiring the use of force. The student is expected to:

(A) demonstrate the use of the force continuum in simulated situations requiring varied degrees of force; and

(B) explain the guidelines and restrictions imposed by state and federal governments related to the use of deadly force.

(13) The student describes procedures designed to safely transport a person in custody. The student is expected to:

(A) safely search an individual incidental to an arrest; and

(B) demonstrate the procedures for transporting a person without violating personal rights or jeopardizing personal safety.

(14) The student conducts interviews and interrogations of individuals ensuring protection of rights as outlined in the United States Constitution. The student is expected to:

(A) demonstrate interviewing and interrogation techniques; and

(B) simulate interviews of rape victims, child witnesses, and child victims.

(15) The student investigates and documents a motor vehicle accident. The student is expected to:

(A) record simulated crash scene evidence using standard report procedures;

(B) analyze simulated crash scene evidence using standard laws, regulations, and procedures;

(C) perform mathematical calculations using speed, velocity, time, and distance;

(D) draw scale diagrams of simulated collisions using templates; and

(E) interpret crash scene evidence.

(16) The student recognizes law enforcement roles in preparedness and response systems for disaster situations. The student is expected to:

(A) summarize the elements of the disaster preparedness system;

(B) evaluate the effectiveness of the incident command center; and

(C) evaluate preparedness and response systems during and after a disaster.

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) The student explores procedures for handling and managing explosives and hazardous material incidents. The student is expected to:

(A) identify and classify hazardous materials;

(B) respond to a simulated situation involving explosive materials using protocols and procedures designed to maintain personal and public safety;

(C) explain procedures for responding to reports of bomb threats and suspicious objects; and

(D) conduct a simulated building and property search to locate explosive devices and materials.

(18) The student examines law enforcement functions regarding critical infrastructure protection from potential terrorist and natural disaster threats. The student is expected to:

(A) analyze critical infrastructure protection techniques; and

(B) develop a plan for protecting a potential target.

(19) The student explores new and emerging technologies in law enforcement. The student is expected to:

(A) research new technologies as used in law enforcement such as robots to diffuse potential explosives; and

(B) explain the importance of continuing education in law enforcement.

Forensic Science

(1) The student, for at least 40% of instructional time, conducts laboratory and field investigations using safe, environmentally appropriate, and ethical practices. These investigations must involve actively obtaining and analyzing data with physical equipment, but may also involve experimentation in a simulated environment as well as field observations that extend beyond the classroom. The student is expected to:

(A) demonstrate safe practices during laboratory and field investigations; and

(B) demonstrate an understanding of the use and conservation of resources and the proper disposal or recycling of materials.

(2) The student uses scientific methods and equipment during laboratory and field investigations. The student is expected to:

(A) know the definition of science and understand that it has limitations, as specified in subsection (b)(2) of this section;

(B) know that scientific hypotheses are tentative and testable statements that must be capable of being supported or not supported by observational evidence. Hypotheses of durable explanatory power which have been tested over a wide variety of conditions are incorporated into theories;

(C) know scientific theories are based on natural and physical phenomena and are capable of being tested by multiple independent researchers. Unlike hypotheses, scientific theories are well-established and highly-reliable explanations, but they may be subject to change as new areas of science and new technologies are developed;

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(D) distinguish between scientific hypotheses and scientific theories;

(E) plan and implement descriptive, comparative, and experimental investigations, including asking questions, formulating testable hypotheses, and selecting equipment and technology;

(F) collect and organize qualitative and quantitative data and make measurements with accuracy and precision using tools such as calculators, spreadsheet software, data-collecting probes, computers, standard laboratory glassware, microscopes, various prepared slides, stereoscopes, metric rulers, electronic balances, gel electrophoresis apparatuses, micropipettors, hand lenses, Celsius thermometers, hot plates, lab notebooks or journals, timing devices, cameras, Petri dishes, lab incubators, meter sticks, and models, diagrams, or samples of biological specimens or structures;

(G) analyze, evaluate, make inferences, and predict trends from data; and

(H) communicate valid conclusions supported by the data through methods such as lab reports, labeled drawings, graphic organizers, journals, summaries, oral reports, and technology-based reports.

(3) The student uses critical thinking, scientific reasoning, and problem solving to make informed decisions within and outside the classroom. The student is expected to:

(A) in all fields of science, analyze, evaluate, and critique scientific explanations by using empirical evidence, logical reasoning, and experimental and observational testing, including examining all sides of scientific evidence of those scientific explanations, so as to encourage critical thinking by the student;

(B) communicate and apply scientific information extracted from various sources such as current events, news reports, published journal articles, and marketing materials;

(C) draw inferences based on data related to promotional materials for products and services;

(D) evaluate the impact of scientific research on society and the environment;

(E) evaluate models according to their limitations in representing biological objects or events; and

(F) research and describe the history of science and contributions of scientists.

(4) The student explores the history, legal responsibilities, and career options for forensic science. The student is expected to:

(A) distinguish between forensic science and criminalistics in law, public safety, corrections, and security;

(B) identify roles, functions, and responsibilities of forensic science professionals;

(C) summarize the ethical standards required of a forensic science professional;

(D) present career information in written and verbal formats;

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(E) recognize the major contributors to the development of forensic science; and

(F) illustrate the history of forensic science.

(5) The student recognizes the procedures of evidence collection while maintaining the integrity of a crime scene. The student is expected to:

(A) analyze the role of scientists such as forensic pathologists and anthropologists as they relate to a homicide investigation;

(B) demonstrate the ability to work as a member of a team;

(C) conduct a systematic search of a simulated crime scene for physical evidence following crime scene protocol;

(D) apply knowledge of the elements of criminal law that guide search and seizure of persons, property, and evidence;

(E) describe the elements of a crime scene sketch such as measurements, compass directions, scale of proportion, legend, key, and title;

(F) develop a crime scene sketch using triangulation, rectangular coordinates, straight-line methods, and use of coordinates on transecting baseline;

(G) outline the chain of custody procedure for evidence discovered in a crime scene;

(H) demonstrate proper techniques for collecting and packaging physical evidence found at a crime scene;

(I) explain the functions of national databases available to forensic scientists; and

(J) collect and preserve physical evidence from a simulated crime scene.

(6) The student analyzes the evidence collected from a crime scene using scientific methods. The student is expected to:

(A) demonstrate conversions of measurements between English and International System (SI) of units;

(B) distinguish between physical and chemical properties of matter using the periodic table;

(C) determine the elements within a compound or mixture;

(D) identify the four types of chemical reactions;

(E) explain properties of refractive index;

(F) explain dispersion of light through a prism;

(G) identify the light sources used in forensic science such as ultraviolet light;

(H) explain the examination of trace evidence using instruments such as a spectrophotometer, stereoscope, electron microscope, and compound microscope;

(I) calculate the direction of a projectile by examining glass fractures; and

(J) compare the composition of glass fragments.

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The student recognizes the methods to process and analyze trace evidence commonly found in a crime scene. The student is expected to:

(A) perform continuous and light emissions laboratory procedures to identify trace evidence;

(B) process trace evidence such as soil, grass, glass, blood, fibers, and hair collected in a simulated crime scene;

(C) compare the anatomy of the human hair to animal hair; and

(D) differentiate between natural and manufactured fibers.

(8) The student analyzes fingerprints in forensic science. The student is expected to:

(A) compare the three major fingerprint patterns of arches, loops, and whorls and their respective subclasses;

(B) identify characteristics of fingerprints, including bifurcations, ending ridges, ridge islands, dots, short ridges, and divergence ridges;

(C) distinguish among visible, plastic, and latent fingerprints;

(D) perform laboratory procedures for lifting latent prints on porous and nonporous objects using chemicals such as iodine, ninhydrin, silver nitrate, and cyanoacrylate resin;

(E) perform laboratory procedures for lifting latent prints on nonporous objects using fingerprint powders such as black powder and florescent powders;

(F) explain the Automatic Fingerprint Identification System; and

(G) compare fingerprints collected at a simulated crime scene with the fingerprints of a suspect.

(9) The student analyzes blood spatter at a simulated crime scene. The student is expected to:

(A) analyze blood stain patterns based on source, direction, and angle of trajectory; and

(B) explain the method of chemically isolating an invisible blood stain using reagents such as luminol.

(10) The student explores toxicology laboratory procedures in forensic science. The student is expected to:

(A) explain the absorption, distribution, and elimination of alcohol through the human body;

(B) describe the blood alcohol laboratory procedures as they relate to blood alcohol concentration;

(C) explain the levels of tolerance and impairment due to alcohol consumption; and

(D) explain the precautions necessary in the forensic laboratory for proper preservation of blood samples.

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) The student explores serology laboratory procedures in forensic science. The student is expected to:

(A) explain forensic laboratory procedures to determine if a stain detected in a crime scene is blood;

(B) identify the red blood cell antigens and antibodies as they relate to human blood types;

(C) determine genotypes and phenotypes in the human red blood cell system using Punnet Squares; and

(D) research methodologies used to collect and analyze other body fluids.

(12) The student analyzes deoxyribonucleic acid laboratory procedures in forensic science. The student is expected to:

(A) diagram the deoxyribonucleic acid molecule, including nitrogen bases, sugars, and phosphate groups;

(B) explain base pairing of adenine, thymine, cytosine, and guanine as they relate to deoxyribonucleic acid fingerprinting;

(C) extract deoxyribonucleic acid from food such as peas and strawberries;

(D) explain the polymerase chain reaction laboratory procedure for forensic deoxyribonucleic acid typing; and

(E) collect and package deoxyribonucleic acid from a simulated crime scene.

(13) The student identifies drugs found at a simulated crime scene. The student is expected to:

(A) classify controlled substances using Food and Drug Administration classification; and

(B) identify controlled substances using laboratory procedures such as color test reactions, microcrystalline procedures, chromatography, and spectrophotometry.

(14) The student evaluates bullet and tool mark impressions in a criminal investigation. The student is expected to:

(A) explain the individual characteristics of tool marks;

(B) recognize characteristics of bullet and cartridge cases;

(C) explain laboratory methodologies used to determine whether an individual has fired a weapon such as identifying gun shot residue; and

(D) recognize the type of information available through the National Integrated Ballistics Information Network.

(15) The student explores principles of anthropology relevant to forensic science. The student is expected to:

(A) identify the major bones of the human skeletal system;

(B) compare composition and structure of human bones with other animals;

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(C) describe the techniques used to excavate bones from a crime scene;

(D) determine unique characteristics of the human skeletal system such as gender and age;

(E) explain the role of dental records in identification of remains; and

(F) describe the role of dental matching in forensic science.

(16) The student calculates the time and cause of death in relationship to decomposition of the human body. The student is expected to:

(A) explain the process and timeline of rigor mortis and its role in calculating time of death;

(B) explain post mortem lividity and its importance when processing a crime scene;

(C) determine time of death using entomology; and

(D) determine time and cause of death through case studies.

Court Systems and Practices

(1) The student examines the structure of the legal system in the United States. The student is expected to:

(A) trace the history, structure, and function of state and federal court systems and criminal procedure;

(B) outline the state court system and the federal court system;

(C) explain how jurisdiction impacts criminal charges and trial proceedings;

(D) explain the purposes of law;

(E) distinguish between constitutional law, case law, statutory law, and administrative law;

(F) identify the differences in processing a misdemeanor and felony case;

(G) describe the impact of the grand jury process on court proceedings;

(H) examine relationship of the United States Constitution and the Bill of Rights upon the court system; and

(I) explore the impact of public opinion and the legislature on the court system in the United States.

(2) The student explores the roles and responsibilities of members of courtroom work groups. The student is expected to:

(A) explain the roles of professionals such as the police, prosecutor, judge, and criminal defense attorney in the criminal process;

(B) examine the roles and importance of members of the courtroom such as the jury, bailiff, and court reporter;

(C) analyze the impact of the victim and the defendant upon the courtroom process; and

(D) discuss the dynamics of assembly line justice and discretion found in court proceedings.

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(3) The student recognizes communication skills needed for courtroom policies and procedures. The student is expected to:

(A) use communication skills to evaluate body language, gestures, verbal tone, and inflection;

(B) use interpersonal communication skills; and

(C) use writing skills to facilitate effective field note taking and report writing.

(4) The student examines the steps by which a criminal charge is processed through pretrial, trial, adjudication, and the appellate stages. The student is expected to:

(A) examine the interaction between police and prosecutor in filing complaints and making a decision to charge;

(B) explain pretrial court proceedings such as rules of discovery, challenges to evidence, and the bail process;

(C) distinguish between direct and circumstantial evidence and burden of proof;

(D) explore the impact of pleas and plea bargaining on the trial proceedings;

(E) identify the trial process from pretrial to sentencing;

(F) evaluate a simulated criminal case; and

(G) conduct a mock trial demonstrating understanding of the criminal trial procedure.

(5) The student explains the structure and provisions of the United States Constitution and the Bill of Rights and how they impact the criminal trial process. The student is expected to:

(A) apply the police responsibilities under the Fourth Amendment regarding search and seizure in a simulated arrest scenario;

(B) determine if a search initiated in a scenario is proper under the provisions of the Fourth Amendment;

(C) analyze the exclusionary rule and the fruit of the poisonous tree doctrine to determine if evidence obtained in an illegal search scenario is admissible in court;

(D) explain the impact of the Eighth Amendment on the criminal justice system;

(E) analyze the effect of landmark cases such as Miranda v. Arizona, Weeks v. United States, Mapp v. Ohio, Douglas v. California, and Escobedo v. Illinois on individuals entering the criminal justice system;

(F) describe the due process rights of a criminal suspect in the trial and sentencing process; and

(G) explain the impact of the Fifth and Sixth Amendments on the criminal trial process.

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The student researches the history of correctional services. The student is expected to:

(A) examine the history of corrections in the United States and Texas;

(B) examine the rules of conduct and disciplinary action guidelines for employees of correctional facilities;

(C) analyze personal responsibilities and preferences to determine requirements for employment in correctional services;

(D) effectively search methods to locate potential employment opportunities in correctional services; and

(E) identify ongoing academic education to develop a positive public image.

(2) The student recognizes professional standards and ethical responsibilities in the correctional facility. The student is expected to:

(A) identify employer expectations of punctuality, attendance, and time management;

(B) analyze the ethical responsibilities of correctional officers to ensure protections of rights;

(C) discuss the importance of professionalism in the field of corrections; and

(D) use leadership qualities within a team environment.

(3) The student uses verbal communication skills necessary for a correctional officer. The student is expected to:

(A) define technical concepts and vocabulary associated with correctional services through effective verbal communication;

(B) perform formal and extemporaneous presentations that demonstrate organizational strategy and delivery skills; and

(C) listen and speak effectively to contribute to group discussions and meetings.

(4) The student performs active listening skills to obtain and clarify information. The student is expected to:

(A) apply listening skills in obtaining and clarifying information provided in verbal communication; and

(B) demonstrate verbal communication skills to explain the meaning of technical concepts, knowledge, and vocabulary related to correctional services.

(5) The student uses first aid, infection control, and cardiopulmonary resuscitation in a correctional facility. The student is expected to:

(A) demonstrate first aid procedures and cardiopulmonary resuscitation in a simulated emergency situation;

(B) comply with standard precautions as they relate to infection control; and

(C) use special requirements for handling hazardous materials to maintain a safe working environment.

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The student recognizes constitutional laws and laws of correctional systems. The student is expected to:

(A) apply constitutional laws and the laws of arrest to execute official correctional service duties while respecting citizen rights;

(B) explore the impact of the United States legal system on the correctional system;

(C) differentiate between the civil and criminal justice systems and explain how change impacts correctional services;

(D) use the appropriate techniques to manage crisis situations to protect individuals and society;

(E) execute protocols associated with arrest, search, and seizure using the statues set forth by the Fourth Amendment;

(F) summarize the rights of an individual being interrogated under the Fifth Amendment;

(G) examine trial, jury, and due process rights; and

(H) state the conditions under which citizens and non-citizens of the United States may be interrogated in the correctional environment.

(7) The student models behaviors during interactions with prisoners that demonstrate concern for individuals with disabilities. The student is expected to:

(A) apply the appropriate procedures for use with individuals who have mental disorders, physical disabilities, communication disorders, and atypical behaviors;

(B) execute protocols to provide appropriate assistance to people with disabilities and impairments; and

(C) analyze the impact of the Americans with Disabilities Act on inmates and correctional staff.

(8) The student uses conflict resolution skills and knowledge to resolve conflicts among individuals in correctional environments. The student is expected to:

(A) examine the origins of conflict and the needs that motivate behavior;

(B) analyze different responses to conflict and the results generated;

(C) use principle-centered conflict resolution processes in order to resolve conflicts; and

(D) interpret visual and vocal cues to comprehend information received from body language, eye movement, voice tone, and voice inflection.

(9) The student analyzes hostile situations and executes conflict management strategies to take charge of problems that arise in correctional settings. The student is expected to:

(A) review security post procedures in a correctional facility;

(B) explain the importance of a perimeter security system;

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(C) appraise situations and select the appropriate degree of force;

(D) complete steps involved in pre-event planning to respond to crisis situations; and

(E) perform appropriate crisis management to protect individual and societal rights.

(10) The student applies technical skill procedures of correctional staff to effectively manage day-to-day operations of correctional facilities. The student is expected to:

(A) demonstrate knowledge of policies and procedures for inmate supervision and discipline;

(B) demonstrate protocol designed to restrain individuals placed into custody without violating personal rights or jeopardizing personal safety;

(C) develop emergency plans and procedures for correctional facilities;

(D) describe the process for providing food services and the critical elements to ensure an effective operation;

(E) describe the steps for processing an inmate through reception, orientation, and classification;

(F) conduct a simulated parole interview;

(G) analyze prisoner re-entry programs and the effect of the programs on the community; and

(H) describe the importance of public relations as related to communities and citizens.

Security Services

(1) The student explores the history of security systems in the United States. The student is expected to:

(A) research the development of security systems through the history of the United States; and

(B) explain the importance of the interface between security services and all aspects law enforcement.

(2) The student identifies health, safety, and environmental responsibilities of security personnel in establishing and maintaining a safe work environment. The student is expected to:

(A) identify workplace hazards to health, safety, and the environment;

(B) inspect a workplace to identify potential health, safety, and environmental problems;

(C) investigate and document findings in simulated workplace incidents and accidents; and

(D) summarize issues and problems associated with hazardous materials.

(3) The student analyzes the impact of ethical and legal responsibilities relevant to security services. The student is expected to:

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(A) differentiate between civil and criminal law;

(B) analyze the impact of legal issues relevant to security services;

(C) describe the importance of good public relations techniques as they relate to security and crisis situations;

(D) analyze the connections between constitutional law and private security operations by referencing relevant constitutional amendments;

(E) analyze specific federal, state, and local laws and regulations affecting government security operations;

(F) summarize specific juvenile laws affecting security operations;

(G) compare alternative responses in simulated security scenarios that require application of ethical and legal behavior;

(H) discuss the possible ramifications of unethical behavior on the part of security professionals;

(I) analyze the importance of the Fourth Amendment with respect to security officer powers of arrest, search, and seizure;

(J) summarize the due process rights granted to individuals by the Fifth Amendment during an interrogation; and

(K) analyze the impact of the Fourteenth Amendment as it relates to due process and equal protection of the law.

(4) The student explains risk management principles as they apply to security functions for the protection of assets. The student is expected to:

(A) describe the sources of natural, intentional, and unintentional threats;

(B) present examples that depict potential physical, electronic, procedural, and personnel vulnerabilities;

(C) summarize the concept of risk management from a security perspective, including the importance of knowing what to protect and the consequences of loss; and

(D) explain how security operations and the criminal justice field interface and rely upon each other.

(5) The student analyzes the role of computer forensics in security operations. The student is expected to:

(A) summarize the role of computer applications relating to forensics investigations; and

(B) investigate criminal activity in areas such as cyber crime, the Internet, and Internet trafficking.

(6) The student analyzes security systems and their role in an overall security strategy. The student is expected to:

(A) summarize the purposes, types, and applications of physical and electronic access control systems, surveillance systems, and intrusion detection systems;

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(B) analyze how physical and electronic systems work together as an integrated system to support an overall protection strategy; and

(C) analyze the roles of security surveys, inspections, and exercises to test existing protection measures.

(7) The student investigates disaster response in emergency situations as it relates to the duties of a security officer for the protection of persons, property, and information. The student is expected to:

(A) summarize the characteristics of terrorism as a criminal act; and

(B) examine the elements and techniques of critical infrastructure protection to reduce the risk to key terrorist targets and the impact of natural disasters.

(8) The student recognizes the role of intelligence analysis in crime prevention and homeland security. The student is expected to:

(A) summarize the steps of the intelligence cycle such as planning, collection, collation, evaluation, analysis, dissemination, and feedback; and

(B) execute a crime pattern analysis identifying links between a given crime and a set of potentially related incidents.

(9) The student applies crime prevention concepts. The student is expected to:

(A) diagram the crime triangle of ability, opportunity, and motive;

(B) describe the concepts of deter, detect, delay, and deny; and

(C) evaluate the security of a business or residence by using crime prevention through environmental design strategies.

Firefighter I

(1) The student uses communication skills as related to fire management. The student is expected to:

(A) use speech and written communication using equipment and platforms common to fire management services;

(B) use steps involved in using radio communication for fire management;

(C) use the Incident Command System to manage emergencies; and

(D) apply protocols in emergency management response when working at an accident scene.

(2) The student executes safety procedures and protocols associated with fire management services. The student is expected to:

(A) apply local, state, and federal regulations pertaining to safety issues;

(B) apply protocols for handling hazardous material; and

(C) practice personal safety procedures.

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The student comprehends the steps to develop an institutional professional growth plan to develop team building and leadership skills common for fire management systems. The student is expected to:

(A) recognize techniques for functioning within a group environment; and

(B) demonstrate model leadership within fire management.

(4) The student applies laws, ordinances, regulations, and rules as defined by the Texas Commission on Fire Protection Certification Curriculum Manual to perform duties within a set of rules or protocols. The student is expected to:

(A) identify the correct laws and rules applicable to basic firefighter certification by the Texas Commission on Fire Protection;

(B) review the requirements for certification as a basic firefighter as stated in the Standards Manual for Fire Protection Personnel;

(C) identify the various levels of firefighter certifications as stated in the Standards Manual for Fire Protection Personnel;

(D) identify the levels of instructor certification by the Texas Commission on Fire Protection and in the Standards Manual for Fire Protection Personnel; and

(E) describe responsibilities of a firefighter as required by the National Fire Protection Agency 1500: Standard on Fire Department Occupational Safety and Health Program.

(5) The student describes the stages of a fire, the process of combustion, and the appropriate action to be taken for extinguishment. The student is expected to:

(A) describe the four products of combustion commonly found in structural fires that create a life hazard;

(B) define terms such as fire, flash point, ignition temperature, fire point, flammable explosive range, boiling point, oxidation, pyrolysis, reducing agent, vaporization, combustion, vapor density, and specific gravity;

(C) describe the process of thermal layering that occurs in structural fires and how to avoid disturbing the normal layering of heat;

(D) define fire triangle and fire tetrahedron;

(E) describe examples of heat sources such as chemical, electrical, mechanical, and nuclear;

(F) describe the hazards and the appropriate action to be taken for extinguishment, including ignition, growth, flashover, fully developed, and decay;

(G) explain the special conditions that occur during a fire's growth, including flameover and rollover; thermal layering, and backdraft; and

(H) convert units of heat measurement such as British thermal unit, Fahrenheit, Celsius, and Calorie.

(6) The student describes the methods of heat transfer. The student is expected to:

(A) describe methods of heat transfer such as conduction, convection, and radiation; and

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(B) describe examples of heat transfer in fire emergencies such as conduction, convection, and radiation.

(7) The student analyzes the physical states of matter in which fuels are commonly found. The student is expected to:

(A) describe solid, liquid, and gaseous fuels;

(B) explain specific gravity, vapor density, and the theory of surface-to-mass ratio as related to the combustion process; and

(C) identify narcotic ashphyxiant gases and irritants common in smoke.

(8) The student comprehends the fire extinguishment theory. The student is expected to:

(A) describe the fire extinguishment theory; and

(B) analyze methods of extinguishment such as temperature reduction, fuel removal, oxygen exclusion, and inhibiting chemical reaction.

(9) The student describes the characteristics of water as it relates to fire extinguishing potential. The student is expected to:

(A) describe the physical characteristics of water;

(B) explain the Law of Specific Heat, the Law of Latent Heat, and the Law of Heat Flow; and

(C) compare the advantages and disadvantages of water as an extinguishing agent.

(10) The student analyzes the internal systems that sustain life in the human body and identifies the physical requirements of a self-contained breathing apparatus wearer. The student is expected to:

(A) explain the functions of the respiratory and the cardiovascular systems;

(B) analyze the National Fire Protection Association standards applicable to the self-contained breathing apparatus;

(C) identify the firefighter's physical requirements for wearing a self-contained breathing apparatus;

(D) describe the hazardous environments that require the use of respiratory protection;

(E) identify the types of self-contained breathing apparatus; and

(F) describe the safety features and function of the open circuit self-contained breathing apparatus.

(11) The student demonstrates confidence in performing fire fighting skills while wearing self-contained breathing apparatus. The student is expected to:

(A) identify and describe the safety requirements when using the self-contained breathing apparatus;

(B) describe and demonstrate how to calculate the air supply duration in the cylinder;

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(C) describe the safety rules when wearing the self-contained breathing apparatus;

(D) describe the uses and limitations of the self-contained breathing apparatus;

(E) demonstrate the donning and doffing of the self-contained breathing apparatus while wearing protective clothing;

(F) demonstrate the replacement of an extended cylinder on a self-contained breathing apparatus assembly with a full cylinder;

(G) demonstrate rescue procedures without compromising the rescuer's respiratory protection such as a firefighter with functioning respiratory protection, a firefighter without functioning respiratory protection, and a civilian without respiratory protection;

(H) perform fire fighting skills while wearing the full self-contained breathing apparatus, at a minimum, with the contents of a fully charged cylinder;

(I) demonstrate the use of the self-contained breathing apparatus in conditions of obscured visibility and in a restricted passage; and

(J) demonstrate emergency procedures to be used in the event of failure of the self-contained breathing apparatus.

(12) The student demonstrates inspection, care, and testing procedures for the self-contained breathing apparatus. The student is expected to:

(A) document routine maintenance for the self-contained breathing apparatus; and

(B) describe the repairing and reconditioning, cylinder recharging, and cylinder testing maintenance of a self-contained breathing apparatus.

(13) The student identifies the types and components of fire service protective clothing and personal protective equipment. The student is expected to:

(A) describe the types of protective clothing;

(B) identify the different articles of structural fire fighting protective equipment and their functions;

(C) demonstrate the proper procedure for inspecting and cleaning personal protective equipment after each use;

(D) describe the limitations of personal protective equipment in providing protection to a firefighter;

(E) explain the physical limitations of a firefighter working in a personal protective ensemble; and

(F) demonstrate the donning and doffing of personal protective equipment such as helmet with eye shield, hood, boots, gloves, protective coat and trousers, self-contained breathing apparatus, personal alert safety system, and eye protection.

(14) The student demonstrates the proper testing and operation of a personal alert safety system device. The student is expected to:

(A) explain the proper operation of a safety device; and

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(B) demonstrate the proper testing of a safety device.

(15) The student recognizes all aspects of the fire department organization. The student is expected to:

(A) describe the organization and structure of a fire department;

(B) explain the firefighter's role as a member of the fire department;

(C) analyze the rules and regulations common to most fire departments;

(D) identify the mission of the fire service and of the local fire department according to the authority having jurisdiction;

(E) describe the function of a standard operating system; and

(F) explain the components of a member assistance program.

(16) The student recognizes common types of accidents and injuries and their causes. The student is expected to:

(A) describe the elements of a personnel accountability system and the application of the system at an incident;

(B) identify potential long-term firefighter health considerations;

(C) identify at least three common types of accidents or injuries such as those occurring at the emergency scene, responding to and returning from calls on fire apparatus, in personal vehicles, at the fire station, at other on-duty locations, and during training; and

(D) demonstrate techniques for action when trapped or disoriented in a fire situation or in a hostile environment.

(17) The student describes the handling of different types of accidents and hazards. The student is expected to:

(A) describe the procedures for terminating utility services to a building;

(B) explain hazards that exist and describe procedures to be used in electrical emergencies;

(C) safely demonstrate ten types of tools used for forcible entry, rescue, and ventilation;

(D) describe safety procedures for fire service lighting equipment such as power supply (portable or mounted), lights, cords, and connectors; and

(E) recognize the procedures for the use of equipment such as seat belts, ear protection, eye protection, and other safety equipment provided for protection while riding on apparatus.

(18) The student identifies safety procedures for ensuring a safe environment. The student is expected to:

(A) identify protective equipment and describe its uses;

(B) recognize traffic and scene control devices;

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(C) identify structure fire and roadway emergency scene potential hazards;

(D) describe solutions to mitigate potential hazards; and

(E) describe procedures for safe operation at emergency scenes.

Firefighter II

(1) The student uses information technology applications as they pertain to fire management situations. The student is expected to:

(A) apply protocols for managing emergency situations using radio equipment, computer technology, and public address and warning systems; and

(B) use word-processing and spreadsheet software in fire management services.

(2) The student evaluates behaviors, strategies, and protocols that demonstrate an understanding of duties while responding to a variety of fire emergency incidents. The student is expected to:

(A) identify response procedures to emergency incidents; and

(B) apply response procedures to simulated emergency incidents.

(3) The student describes the characteristics and applications for the classes of extinguishers. The student is expected to:

(A) describe the characteristics and applications for the classes of the pump tank water extinguisher;

(B) describe the characteristics and applications for the classes of an aqueous film forming foam extinguisher;

(C) explain the characteristics and applications for the classes of a carbon dioxide extinguisher; and

(D) describe the characteristics and applications for the classes of a dry chemical extinguisher and a wet chemical extinguisher.

(4) The student explains the purpose of the National Fire Protection Association standards applicable to fire service ladders. The student is expected to:

(A) identify the materials used in ladder construction and the features;

(B) describe and demonstrate inspection and maintenance procedures for different types of ground ladders;

(C) identify the load capacities for ground ladders;

(D) select a ladder for a given task;

(E) demonstrate raising and positioning ground ladders;

(F) describe and demonstrate securing a ladder;

(G) explain proper ladder climbing techniques while transporting tools and equipment or assisting a person with a simulated injury;

(H) demonstrate proper ladder climbing techniques while transporting tools and equipment or assisting a person with a simulated injury; and

(I) demonstrate the deployment of a roof ladder on a pitched roof.

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The student describes the purpose of the National Fire Protection Association standards applicable to fire service hoses. The student is expected to:

(A) describe hose classifications by use;

(B) identify and describe hose classifications by construction;

(C) explain the application of each size and type of hose on a pumper as required to be carried by National Fire Protection Association 1901; and

(D) practice the methods of attaching couplings to a fire hose.

(6) The student reviews the procedures for care, maintenance, and inspection of fire hoses, couplings, nozzles, and water valves. The student is expected to:

(A) define the characteristics of fire streams;

(B) identify the type, design, operation, required nozzle pressure, and flow of a given selection of nozzles and tips;

(C) describe the methods of washing and drying fire hoses;

(D) demonstrate the proper use of nozzles, hose appliances, water valves, adapters, and tools;

(E) demonstrate the one- and two-person methods of connecting, dismantling, and rolling various sizes of hose lines;

(F) demonstrate advancing dry hose lines and charged attack lines of different sizes;

(G) demonstrate methods of hose load finishes; and

(H) describe and demonstrate extending a section of hose and replacing damaged sections of hose using proper safety equipment such as clothing for performing overhaul activities.

(7) The student explains how to deploy portable water tanks as well as equipment to transfer water between tanks. The student is expected to:

(A) describe the operation of fire hydrants such as fully opened fire hydrants and closed fire hydrants;

(B) identify the National Fire Protection Association hydrant color code;

(C) describe making a hydrant-to-pumper connection;

(D) explain the hazards involved when the hydrant-to-pumper connection is not properly sealed; and

(E) describe the apparatus, equipment, and appliances required to provide water at rural locations by relay pumping or water shuttle.

(8) The student explains the duties of a firefighter after a fire. The student is expected to:

(A) explain how debris is handled from fires, including house fires and chemical fires;

(B) describe the duties for gathering information that may lead to the determination of the fire cause, including fire and security surveillance; and

(C) identify the proper procedure for restoration of the premises after a fire.

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Practicum in Law, Public Safety, Corrections, and Security

(1) The student demonstrates professional standards as required by business and industry. The student is expected to:

(A) adhere to policies and procedures;

(B) demonstrate positive work behaviors and attitudes such as punctuality, time management, initiative, and cooperation;

(C) accept constructive criticism;

(D) apply ethical reasoning to a variety of situations in order to make ethical decisions;

(E) complete tasks with the highest standards to ensure quality products and services;

(F) describe professional standards in protective services careers such as dress, grooming, and personal protective equipment as appropriate; and

(G) comply with practicum setting safety rules and regulations to maintain safe and healthful working conditions and environments.

(2) The student applies concepts of critical thinking and problem solving. The student is expected to:

(A) analyze elements of a problem to develop creative and innovative solutions;

(B) critically analyze information to determine its value for the problem-solving task;

(C) compare and contrast alternatives using a variety of critical-thinking skills; and

(D) conduct technical research to gather information necessary for decision making.

(3) The student demonstrates leadership and teamwork skills in collaborating with others to accomplish goals and objectives. The student is expected to:

(A) analyze leadership as it relates to trust, positive attitude, integrity, and willingness to accept key responsibilities in a work situation;

(B) demonstrate teamwork skills through working cooperatively with others to achieve tasks;

(C) demonstrate teamwork processes that promote skills such as team building, consensus, continuous improvement, respect for the opinions of others, cooperation, adaptability, and conflict resolution;

(D) demonstrate responsibility for shared group and individual work tasks;

(E) maintain effective working relationships in order to accomplish objectives and tasks;

(F) demonstrate effective working relationships using interpersonal skills;

(G) use positive interpersonal skills to work cooperatively with others;

(H) demonstrate respect for individuals such as those from different cultures, genders, and backgrounds; and

(I) demonstrate sensitivity to and value for diversity.

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(4) 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:

(A) demonstrate the use of content, technical concepts, and vocabulary when analyzing information and following directions;

(B) employ verbal skills when obtaining and conveying information;

(C) use informational texts, Internet websites, and technical materials to access information sources for occupational tasks;

(D) evaluate the reliability of information from informational texts, Internet websites, and technical materials and resources;

(E) interpret verbal and nonverbal behaviors to enhance communication;

(F) apply active listening skills to obtain and clarify information; and

(G) use academic skills to facilitate effective written and verbal communication.

(5) The student demonstrates technical knowledge and skills required to pursue a career in the Law, Public Safety, Corrections, and Security cluster. The student is expected to:

(A) develop advanced technical knowledge and skills related to the student's occupational objective;

(B) evaluate strengths and weaknesses in technical skill proficiency; and

(C) accept critical feedback provided by the supervisor.

(6) The student documents technical knowledge and skills. The student is expected to:

(A) update a professional portfolio to include:<ol type="i">
technical skill competencies;
licensures or certifications;
awards and scholarships;
extended learning experiences such as community service and active participation in career and technical student organizations and professional organizations;
abstract of technical competencies mastered during the practicum;
resumé;
samples of work; and
evaluation from the practicum supervisor; and

(B) present the portfolio to all interested stakeholders such as in a poster presentation.