

Instructional Framework

Law and Public Safety 43.0200.00



Domain 1: Criminal Law and Investigation Instructional Time: 55-65%	
STANDARD 2.0 ANALYZE LEGAL ASPECTS OF LAW ENFORCEMENT	
2.1 Describe the application of constitutional law [e.g. Amendments 1, 4, and 5 (civilians vs. law enforcement officers)]	<ul style="list-style-type: none"> ● Amendments 1, 4, & 5 ● Application as it applies to government agents (ie. police officers, other government employees, etc.) ● Application as it applies to civilians
2.2 Describe the role of constitutional protections in each step of the criminal justice process [e.g., Bill of Rights and initial contact through incarceration (law enforcement through the court system)]	<ul style="list-style-type: none"> ● Bill of Rights (e.g. Amendments 1, 4, 5, 6, & 8) ● 14th Amendment Rights ● Amendment application through the Criminal Justice Process <ul style="list-style-type: none"> ○ Initial contact with law enforcement ○ trial adjudication ○ corrections process ○ leaving the criminal justice system ● Application as it applies to government agents (ie. police officers, other government employees, etc.) ● Application as it applies to civilians
2.3 Distinguish between criminal and civil law	<ul style="list-style-type: none"> ● Crime vs. Tort ● Consequences ● Police responsibility in Civil Matters (e.g. preserve the peace) ● Burden of Proof <ul style="list-style-type: none"> ○ Criminal Cases (beyond a reasonable doubt) ○ Civil Cases (Preponderance of the Evidence)
2.4 Identify the legality and justification for the use of force	<ul style="list-style-type: none"> ● Force Continuum (e.g. National Institute of Justice Standards; https://nij.ojp.gov/topics/articles/use-force-continuum) ● Reference ARS Title 13, Chapter 4 for justification and legality defense
2.5 Differentiate laws of arrest (e.g., hunch, reasonable suspicion, and probable cause)	<ul style="list-style-type: none"> ● Hunch vs. Reasonable Suspicion vs. Probable Cause

This Instructional Framework is aligned to the Blueprint for Instruction and Assessment. It lists concept domains, technical standards, and measurement criteria. A sampling of concepts related to each measurement criterion are listed. The document is not intended to be all-inclusive. This Framework corresponds with the standards endorsed in September, 2019.

	<ul style="list-style-type: none"> • Voluntary contact vs. Police stop (e.g consensual contact vs. reasonable suspicion)
STANDARD 3.0 EXAMINE THE FUNCTIONS AND RULES FOR CRIMINAL COURT PROCEDURES	
3.1 Differentiate among federal, state, and local courts, including their differences and purposes	<ul style="list-style-type: none"> • Federal courts: Supreme Court (Court of Last Resort), Circuit Court, District Court, Magistrate Court • Federal Court: Federal Law, USC • State Courts: State Supreme Court, State Appellate Court, Superior Court, Justice Court, Court of Limited Jurisdiction • State Courts: State law • Court of Original Jurisdiction
3.2 Describe the trial process for the witness (e.g., purpose and rights of witnesses, impeachment of a witness, self- incrimination, and immunity from prosecution)	<ul style="list-style-type: none"> • 5th Amendment (self incrimination) • Perjury and impeachment • Dying declarations • Spontaneous utterances • Expert witnesses
3.3 Distinguish differences among summons, subpoenas, and warrants	<ul style="list-style-type: none"> • Issued by a court/judge order to appear in court • Summons (defendant), subpoenas (witnesses) served document appear on your own • Warrants: arrest/custody
3.4 Describe origins and functions of a jury (e.g., petit jury, grand jury, and tribunal)	<ul style="list-style-type: none"> • Magna Carta • Jury selection (cross section of the community) • Petit Jury <ul style="list-style-type: none"> ○ trials ○ decide guilt or innocence based on the facts presented at trial • Grand Jury (probable cause, elements of the crime) • Grand Jury (true bill, no bill, or true bill for a change of charge) • Grand Jury (citizens) vs. Preliminary Hearing (Judge) • Tribunal-military
3.5 Examine the court proceedings from criminal complaint (arrest) to adjudication (e.g., rights of the accused during trial, accusatory pleadings, court appearances and proceedings, the appeals process, and double jeopardy)	<ul style="list-style-type: none"> • Initial appearance • Arraignment (complaint) • Prosecutorial review • Indictment (Grand Jury or Preliminary Hearing) • Pretrial meetings and motions • Jury selection (voir dire) • Opening statements • Direct and indirect questioning • Closing statements • Jury instruction

	<ul style="list-style-type: none"> • Jury deliberation • Rights of the accused during trial: 6th amendment • Accusatory pleadings • Court appearances and proceedings • Appeals process (post adjudication, mistake in trial affecting the outcome) • Double jeopardy: 5th amendment
3.6 Explain the process for testifying in federal, state, and local courts	<ul style="list-style-type: none"> • Oath • Witness rights • Self incrimination • Leading vs. Open ended questions • Perjury and impeachment • Expert witness
3.7 Explain the roles and functions of personnel in the court system (e.g., judges, clerks, security, data processors, bailiffs, court secretaries, and court managers)	<ul style="list-style-type: none"> • Judge-legal authority • Clerk of the Court (oath, coordinates the Court calendar, responsible for evidence admitted to trial) • Bailiff (maintaining order, calls witness) • Security (entrance to the courthouse, general) • Data processors (filings and court documents) • Court secretaries (administrative assistance to the judge) • Court Managers <ul style="list-style-type: none"> ◦ daily operations of the court (human resources, budgeting, personnel scheduling) • Court reporter/stenographer (verbal exchanges - trial or deposition, transcript of court proceedings)
STANDARD 6.0 ANALYZE ARIZONA REVISED STATUTES	
6.1 Explore the different titles within the Arizona Revised Statutes (e.g., Titles 4, 8, 13, and 28)	<ul style="list-style-type: none"> • Title names [title; 4 (Alcohol) 8 (Child Safety) 13 (Criminal Code) 28 (Transportation)]
6.2 Identify culpable mental states	<ul style="list-style-type: none"> • Intentionally • Knowingly • Recklessly • Criminal Negligence
6.3 Identify the elements of a crime	<ul style="list-style-type: none"> • Elements of a crime in a statute
6.4 Differentiate among petty offense, misdemeanor, and felony	<ul style="list-style-type: none"> • "Felony" means an offense for which a sentence to a term of imprisonment in the custody of the state department of corrections is authorized by any law of this state.

	<ul style="list-style-type: none"> ● "Misdemeanor" means an offense for which a sentence to a term of imprisonment other than to the custody of the state department of corrections is authorized by any law of this state. ● "Petty offense" means an offense for which a sentence of a fine only is authorized by law.
STANDARD 7.0 ANALYZE INVESTIGATIVE PROCEDURES	
<p>7.1 Identify sources of information and contacts (e.g., reports, records, and databases; physical evidence, witnesses, suspects)</p>	<ul style="list-style-type: none"> ● Eye witness reliability ● Informants ● Arrest records ● Department of Child Services reports ● Mandatory reporting laws ● Arrest records ● ACIC (Arizona Crime Information Center) ● NCIC (National Crime Information Center) ● AFIS (Automated Fingerprint Identification System) ● CODIS (Combined DNA Index System) ● RMIN (Rocky Mountain Information Network) ● Criminal Records ● EPIC (El Paso Intelligence Center) ● NIBIN (National Integrated Ballistic Information Network) ● RMS (Records Management System)-Internal records management software
<p>7.2 Identify factors that determine if a crime has occurred</p>	<ul style="list-style-type: none"> ● Culpable mental states (Intentionally, knowingly, recklessly, criminal negligence) ● Statements from victims and witnesses ● Visible evidence of crime (broken items, bruising, scratches, etc...) ● Elements of a crime (actus reus and mens rea)
<p>7.3 Explain the basic steps of crime scene investigation (e.g., protecting the crime scenes, preserving physical evidence, collecting, and submitting evidence)</p>	<ul style="list-style-type: none"> ● Safety ● Secure Scene ● Gathering Information ● Separate witnesses ● Locard's Principle ● Crime scene management ● Evidence collection, packaging ● Chain of custody ● Crime scene photographing and sketching ● Search patterns ● Documentation ● Ways to protect a crime scene ● Why protect crime scene

	<ul style="list-style-type: none"> • Releasing the scene
7.4 Explain procedures for traffic collision investigations	<ul style="list-style-type: none"> • Scene safety • Traffic control • Gathering documentation • Interviews • Determining violations • Check for impairment • Issue citation • Scene clean up
7.5 Explain crime scene management process (i.e., pre- and post crime scene, evidence collection, note taking, primary and secondary perimeter, crime scene security, scaling down crime scene, etc.)	<ul style="list-style-type: none"> • Safety • Secure scene • Separate witness • Scan the scene for evidence • See the scene photos • Sketch • Search • Secure and collect evidence • Scene turn over (clean up)
7.6 Explain procedures to collect and process evidence (i.e., DNA swabs, (CODIS), fingerprints (AFIS), electronics, micro-level, etc.	<ul style="list-style-type: none"> • Photograph in place • Locard principle • Cross contamination issues • Sterile containers • Trace evidence identification • Collection procedures • Chain of custody • Packaging process • Personal protection
7.7 Explain types of biological evidence and sources of DNA found at the crime scene (e.g., saliva on cigarette butt, blood on carpet, and hair on clothing)	<ul style="list-style-type: none"> • Cross contamination issues • Sterile containers • Trace evidence identification eg. hair on clothing • Collection procedures • Chain of custody • Packaging process • Personal protection • Body fluids, eg. saliva on cigarette butts, blood on carpet • Evidence deterioration • Transfer and cross contamination • Entomology • Environmental effect

	<ul style="list-style-type: none"> • Blood spatter
7.8 Demonstrate interviewing and interrogation techniques and procedures	<ul style="list-style-type: none"> • Setting location and physical setup • Questioning techniques (Open ended questions vs leading questions) • Use of deception • Coercion (even perceived) • Miranda appropriate • Documentation • Recording audio or video • Pre-planning of question • Use of silence
7.9 Explain criteria for investigating impaired driving	<ul style="list-style-type: none"> • Vehicle in motion driving cues • Physical control of vehicle • Personal contact and observation of driver • Pre-arrest screening field sobriety test • Miranda warning • BAC determination-breath, blood • Arrest • Admin per se implied consent • Release of subject to third party or incarceration • Release of vehicle to third party or tow
7.10 Explain criteria for investigation a crime of domestic violence	<ul style="list-style-type: none"> • Domestic Violence • Types of crimes involved • Relationships covered • Separate the participants • Officer safety considerations regarding DV • Maintain visual contact with partner and participants • Interview parties and witnesses • Determine violation • Provide victim/medical services • Arrest as necessary
STANDARD 13 PRACTICE EFFECTIVE COMMUNICATION SKILLS FOR LAW AND PUBLIC SAFETY	
13.1 Interpret verbal and non verbal communication	<ul style="list-style-type: none"> • Body Language • Importance of silence • Signs of aggression/passive noncompliance • Eye contact • Professional language/word choice

13.2 Explain the chain of command for law enforcement agencies	<ul style="list-style-type: none"> ● Internal flow of information (i.e. upward/downward communication) ● Organizational chart or agency command structure ● Compare chain of command in ICS (Incident Command System) ● Importance of following the chain of command
13.3 Identify barriers to effective communication	<ul style="list-style-type: none"> ● Physical ailments (i.e. hearing/vision loss, disabilities, mental capacity, dementia) ● Technology ● Language
13.4 Practice professional written and verbal communication skills w/ coworkers, the public and clients	<ul style="list-style-type: none"> ● Professional language/word choice ● Report writing (i.e. Importance of accuracy, timely completion, etc.) ● Professional interaction norms (e.g. addressing with titles, handshakes, greetings, eye contact, etc.) ● building rapport
13.5 Apply active listening skills using reflection, restatement and clarification techniques	<ul style="list-style-type: none"> ● Reflective statement ● Paraphrase ● Open vs. closed questions ● Nonverbal attending (i.e. eye contact, open body language, facial expression, etc.) ● Questioning/interviews/interrogation
13.6 Recognize the difference between objective and subjective info when communicating w/ others	<ul style="list-style-type: none"> ● Objective communication (i.e. facts, observations) ● Subjective communication (i.e. opinion, hearsay, emotional expression)
13.7 Explain how age, culture differences affect communications	<ul style="list-style-type: none"> ● Culture ● Gender ● Language ● Age/generational differences ● Bias
13.8 Demonstrate proper radio communication procedures (i.e. 10-codes, plain language, radio etiquette, etc.)	<ul style="list-style-type: none"> ● 10-codes are not nationally standardized ● National Incident Management System (NIMS)/plain language ● Radio Conduct [e.g. brevity, clarity, speed of speech, length of transmission(s)]
STANDARD 15.0 DESCRIBE BENEFITS OF TECHNOLOGICAL CHANGES IN LAW AND PUBLIC SAFETY AND CORRECTIONS	
15.1 Explain how technology has affected evidence collection and processing (i.e., DNA, CODIS, etc.)	<ul style="list-style-type: none"> ● Storage and cataloguing ● Digital fingerprinting ● AFIS ● Digital Photography-use of RAW setting

	<ul style="list-style-type: none"> • DNA/CODIS
15.2 Describe the technology advances[e.g., GPS, surveillance cameras, dash cameras, mobile tactical computers (MTC), crime mapping systems (CompStat), body worn cameras (BWC)]	<ul style="list-style-type: none"> • Global Positioning Satellite (GPS) • Surveillance cameras-industrial and home • Dash cameras • Mobile Tactical Computers (MTC)ie. information readily available in the patrol car • Crime Mapping System (CompStat) statistical data on crime activity to plan police action to reduce occurrence. • Body Cameras-benefit to law enforcement
15.3 Explain the role of video game software in law enforcement training (e.g., computer video-based training, Simunition, etc.)	<ul style="list-style-type: none"> • Computer based video training (ie. FATS & MILO firearms systems) • 911 computer simulations • Simunitions, Paintball scenarios
15.4 Discuss the advantages and disadvantages of technology available to citizens and the proliferation of citizen surveillance	<ul style="list-style-type: none"> • Proliferation of citizen produced police action videos • Crime documentation by citizens • Public access of crimes still under investigation • Real Time Crime (live video feeds available to LE ie. video doorbells)
15.5 Discuss the pros and cons of the uses of social media in law enforcement	<ul style="list-style-type: none"> • Background investigations • Public participation in crime solving • Potential for the distortion of facts • Public relations through social networking
STANDARD 16.0 EXAMINE THE PROCESS OF FORENSIC SCIENCE IN CRIME SCENE INVESTIGATION	
16.1 Analyze the historical development of forensic science (i.e., Edmond Locard's Exchange Principle, trace evidence, etc.)	<ul style="list-style-type: none"> • Locard's Principle of Exchange
16.2 Explain the seven steps of the scientific method	<ul style="list-style-type: none"> • Step 1- Question. • Step 2-Research. • Step 3-Hypothesis. • Step 4-Experiment. Test the hypothesis. • Step 5-Observations. • Step 6-Results/Conclusion. • Step 7- Communicate. Present/share your results. Replicate.
16.3 Examine the role of psychology in criminal investigation	<ul style="list-style-type: none"> • Role of the criminal psychologist (i.e. profiling)

16.4 Classify fingerprint characteristics (i.e., arch, loop, and whorl, minutiae points, etc.)	<ul style="list-style-type: none"> • Arch • Loop • Whorl
16.5 Discuss evidence collection of bodily fluids, drugs, and poisons	<ul style="list-style-type: none"> • Collection containers • PPE (Personal Protective Equipment)
16.6 Describe the use of ballistics evidence at a crime scene	<ul style="list-style-type: none"> • unique marking on casings and bullets • Gunshot residue • Trajectory • National Integrated Ballistic Information Network

Domain 2: Career Opportunities and Proficiency Skills
Instructional Time: 25-35%

STANDARD 4.0 EXAMINE COMMUNITY OUTREACH AND PUBLIC SERVICES (COPS)

4.1 Describe how personal and environmental safety precautions can deter criminal behavior	<ul style="list-style-type: none"> • Crime Prevention through environmental design (CPTED) • SARA model (scan, analyze, respond and assess)] • Situational awareness
4.2 Describe components of community-orientated policing	<ul style="list-style-type: none"> • Block Watch, social media, and proactive vs. reactive) • Police Community Collaboration • SARA problem solving
4.3 Develop a plan of operations for a high crime area	<ul style="list-style-type: none"> • Make a plan (possible use of SARA) • Crime statistical analysis
4.4 Describe methods and situations for patrolling an area	<ul style="list-style-type: none"> • Motorized patrol, bike patrol, Mounted patrol, Air patrol, Boat patrol • Patrol Patterns
4.5 Discuss the benefits of developing strong relationships between business and law, public safety, and security sectors	<ul style="list-style-type: none"> • IE; building trust between Law Enforcement and businesses etc... • Security survey for target hardening • businesses will be more likely to report crime acts/suspicious activity (Be able to help keep patrons safe)

STANDARD 8.0- EXAMINE POLICE PROFICIENCY SKILLS	
8.1 Describe principles, intervention, and control strategies related to crowd management	<ul style="list-style-type: none"> ● Effectiveness of human, motorcycle, K9 patrol and horse patrol ● Necessity of Order of Dispersal in riot situations ● Less lethal dispersal tools ● Pre-event planning ● Incident Command System ● Use of Force continuum
8.2 Identify techniques and the use of equipment for traffic control and enforcement	<ul style="list-style-type: none"> ● Radar-LIDAR ● Reflective vest ● Weather issues ● Flares and flashlights ● Barriers-patrol cars, barricades, cones ● Electronic traffic light controller ● Private companies (i.e. REACT)
8.3 Explain the processes for physical arrest, physical search, and defensive tactics (e.g., levels of force, suspect control, weapon recovery, arrest techniques, control tactics, edged weapons, and less-lethal weapons)	<ul style="list-style-type: none"> ● Probable Cause ● Reasonable Suspicion ● Suspect control ● Weapon retention/recovery ● Arrest techniques ● Control Tactics ● Edged weapon ● Less lethal response ● Use of force continuum
8.4 Explain safety procedures for handling firearms	<ul style="list-style-type: none"> ● Assume all weapons are loaded ● Pointed down range ● Finger off of the trigger ● Don't point at something you don't intend to shoot ● Responsibility for every round put down range ● Know your background
8.5 Discuss the use of less-lethal equipment and tactics (e.g., impact weapons, chemical control agents, and electronically controlled weapons)	<ul style="list-style-type: none"> ● Force continuum ● Pepper delivery system ● Electronically controlled weapons ie. TASER ● Batons

	<ul style="list-style-type: none"> • Flex baton • Rubber bullets • Pepper spray vs. tear gas
8.6 Describe proper driving techniques and emergency vehicle operations	<ul style="list-style-type: none"> • Termination of high speed pursuits • Responsibility of code 3 driver • Permission to violate traffic laws in specific situations with due regard for the safety of all • Discuss non-pursuit reasons for emergency vehicle operations • Discuss the dangers of multiple vehicle code 3 response
8.7 Identify basic vehicle emergency equipment (i.e., radio, lights and sirens, fire extinguisher, trauma kit, first-aid kit, flares, etc.)	<ul style="list-style-type: none"> • Radio • Emergency lights • Sirens • Fire extinguisher • Trauma kit, first aid kit • Flares
STANDARD 9 - EXAMINE FEDERAL LAW ENFORCEMENT SERVICES AND THEIR SPECIALIZED UNITS	
9.1 Describe the purpose of the incident command system and its relationship to law enforcement & mutual aid	<ul style="list-style-type: none"> • Describe the importance of having someone in charge • Maintain direction and control to avoid conflict and confusion between different agencies • Establish order out of chaos
9.2 Describe the formation of the department of Homeland Security to safeguard the United States against terrorism	<ul style="list-style-type: none"> • Origin post 9/11 • Function • Role & Responsibilities
9.3 Describe the role/responsibilities of airport security and TSA	<ul style="list-style-type: none"> • Primary functions of airport security • TSA function vs police • Origin of TSA post 9/11
9.4 Define the role of Federal Air Marshal	<ul style="list-style-type: none"> • Origin • Role/responsibilities
9.5 Define Border Patrol and its functions	<ul style="list-style-type: none"> • Origin

	<ul style="list-style-type: none"> • Role/responsibilities
9.6 Describe law enforcement activities of the federal fish and game wardens	<ul style="list-style-type: none"> • Origin • Roles/responsibilities
9.7 Describe the activities of the DEA	<ul style="list-style-type: none"> • Origin • Role/Responsibilities • Controlled Substances Act (i.e. domestic enforcement, international involvement)
9.8 Define the functions of U.S. Citizenship and immigration services (USCIS) and the Immigration and Customs Enforcement (ICE)	<ul style="list-style-type: none"> • Origin of USCIS • role/responsibilities of USCIS • Origins of ICE • role/responsibilities of ICE
9.9 Describe the activities of the National Park Services (NPS)	<ul style="list-style-type: none"> • Origin • Role/responsibilities
9.10 Describe the activities of the US Forest Services (USFS)	<ul style="list-style-type: none"> • Origin • Role/responsibilities
9.11 Describe the activities of BLM	<ul style="list-style-type: none"> • Origins • Role/responsibilities (i.e. sustain health, diversity, and productivity of public lands for present and future generations)
9.12 Define Bureau of Indian Affairs (BIA) and its functions	<ul style="list-style-type: none"> • Origin • role/responsibilities
9.13 Compare/contrast roles and relationships of the FBI, CIA, Secret Service	<ul style="list-style-type: none"> • Role/responsibilities of the FBI • Role/responsibilities of the Secret service • Role/responsibilities of the CIA • Describe interagency relationships
STANDARD 10- EXAMINE STATE AND LOCAL LAW ENFORCEMENT UNITS	
10.1 Analyze special units and their functions (e.g., K-9, motorcycle, aviation, and bomb squad)	<ul style="list-style-type: none"> • Specialized training required for hazardous device teams • Responsibility and training of K9 units • Fixed wing aircraft vs, helicopters vs. ultralight vs drones • Motorcycle units training, maneuverability, duties • Bicycle unit training maneuverability and duties

<p>10.2 Explain common special weapons and tactics (SWAT) team activities (e.g., unusual criminal activity, hostages, hijackers, barricaded suspects, and high-risk arrest warrants)</p>	<ul style="list-style-type: none"> ● Purpose of Special Weapons and Tactics teams-high risk police operations ● Hostage Negotiations/Negotiations ● SWAT Response in Law Enforcement ● Unusual criminal activity ● Hostages ● Hijackers ● Barricaded suspects ● High-risk arrest warrants
<p>10.3 Describe law enforcement activities of the state game and fish wardens</p>	<ul style="list-style-type: none"> ● Fitness requirements ● Environmental working conditions ● Job duties (eg. enforce state fishing and hunting laws)
<p>10.4 Assess the function and necessary skills of the dispatcher/911 operator</p>	<ul style="list-style-type: none"> ● First first responder is the 911 operator ● Importance of multitasking ● Advancing technology [i.e. enhanced 911 system (e911 caller-id), nextGen 911 (ng911 text messaging), data packaging (rapid SOS GPS from cell phones)] ● Flow of information from 911 to field units ● Stress management ● Required Skills (i.e. Keyboarding proficiency)
<p>10.5 Explain the vital connection of the dispatcher and the critical role involved in officer safety</p>	<ul style="list-style-type: none"> ● Information Gathering (i.e. Where?, What?, When?, Who?, Weapons?, Why/How?) ● Safety Checks and Radio Monitoring ● Assigning primary and backup units (i.e. How many officers based on type of call) ● Accuracy of Information ● Broadcast for confidential transmissions
<p>10.6 Examine the roles and relationships of various law enforcement units during interagency deployments [e.g., pre-incident coordination, technical assistance, site security, traffic and crowd control, National Incident Management System (NIMS), and Incident Command System (ICS)]</p>	<ul style="list-style-type: none"> ● Action planning ● Mutual aid agreement ● Incident Command System ● Communications needs-plain english ● Pre-event through post event security and crowd control needs ● National Incident Management System (NIMS) and Incident Command System (ICS) ● Pre-incident coordination ● Technical assistance ● Site security

	<ul style="list-style-type: none"> • Traffic and crowd control
STANDARD 11: EXAMINE CORRECTIONS SYSTEMS	
11.1 Describe the role of corrections within the criminal justice system	<ul style="list-style-type: none"> • Care of inmates • Custody of inmates • Control of inmates
11.2: Describe the goals of the corrections system (i.e. prevention, rehabilitation, retribution)	<ul style="list-style-type: none"> • Safety of staff and inmates • Rehabilitation of inmates • Punishment
11.3: Describe the roles of the corrections officer and specialized units (i.e. Tactical support unit (TAC), Corrections Transportation Unit (CTU), K9, Special Security Unit (SSU), etc.	<ul style="list-style-type: none"> • Response to escapes • Correlation between tactical support in prison with SWAT in law enforcement • Prison staff collecting intelligence information about inmates, groups, gangs; prison investigations • Protective custody • Moving prisoners between court and prison • Security considerations when transporting inmates • Stun belt and appropriate use • Transporting inmates (i.e. medical appts, hospitalization, bereavement) • Care, custody and control of inmates
11.4: Examine the historical progression of corrections (i.e. Auburn System, Pennsylvania System)	<ul style="list-style-type: none"> • Auburn system v. Pennsylvania System • Walnut Street Jail • Alexander Maconochie: Father of Parole • John Augustus: Father of Probation
11.5: Examine state, county, federal correction systems	<ul style="list-style-type: none"> • Federal Bureau of Prisons • Levels of classification (minimum through supermax) • Privatization
11.6 Analyze the behavioral patterns of personnel and inmates (i.e., manipulation, persuading, respect, professionalism, etc)	<ul style="list-style-type: none"> • Behavior traits common among inmates • Concerns regarding female corrections officers • Common prison contraband • Mental and physical hazards of being a CO

<p>11.7: Describe prison programs and services (i.e., education, vocational training, drug and alcohol treatment, religious services, etc)</p>	<ul style="list-style-type: none"> ● Educational programs ● Vocational/skills training ● Drug and alcohol treatment ● Religious services ● Psychological programs
<p>11.8: Describe prison operations (i.e., prisoner classification, security operations, discipline procedures, offender rights, etc.)</p>	<ul style="list-style-type: none"> ● Prisoner classification ● Security operations ● Discipline procedures ● Offender rights
<p>11.9: Examine the Arizona Revised Statutes Title 31-Prisons and Prisoners</p>	<ul style="list-style-type: none"> ● Title 31: Prisons and Prisoners
<p>11.10: Compare and contrast parole and community supervision and probation (state and federal)</p>	<ul style="list-style-type: none"> ● History of Probation ● Roles of probation officer ● Duties of probation officer ● History of Parole ● Roles of parole officer ● Duties of parole officer
<p>11.11: Describe special populations within the prison system (e.g., female, juvenile, special needs, vulnerable persons)</p>	<ul style="list-style-type: none"> ● Female ● Special needs ● Mental health population ● Age: Elderly and juvenile
<p>STANDARD 12.0 EXAMINE PRIVATE SECURITY</p>	
<p>12.1 Compare and contrast the roles of law enforcement and private security</p>	<ul style="list-style-type: none"> ● Private security's role ● Private security guard's detention authority ● Authority of a sworn officer vs. private security ● Reasons for choosing private security versus public supported policing ● Citizen arrest as it relates to private security officers ● Public police and private security relationship
<p>12.2 Identify components of private security</p>	<ul style="list-style-type: none"> ● Explain the duties of private security ● Various occupations-personal security ● Site protection ● Executive protection ● Residential patrol protection ● Cyber security ● K9 security patrol

<p>12.3 Research the private security industry (e.g. trends, demographics, collaboration with law enforcement, legal authority and powers within armed and unarmed security operations)</p>	<ul style="list-style-type: none"> ● Types of organizations that use private security ● Historical aspects of private security ● Career choices in private security (accident investigations/reconstruction, pre-employment investigation services, private investigations, armed and unarmed security officers, etc...) ● Fast growing industry
<p>Domain 3: Health and History Instructional Time: 5-10%</p>	
<p>STANDARD 1.0 ANALYZE THE EVOLUTION OF THE CRIMINAL JUSTICE SYSTEM</p>	
<p>1.1 Investigate the historical beginnings of law enforcement, courts, and corrections</p>	<ul style="list-style-type: none"> ● Hammurabi-partnered crime and punishment ● Robert Peele (Peel) reforms ● Magna Carta ● British Common Law ● Penitentiary vs workhouse ● Volmer ● O.W. Wilson ● (Need to add history of corrections)
<p>1.2 Compare and contrast past and present roles of law enforcement officers</p>	<ul style="list-style-type: none"> ● Vigilante and the westward expansion ● Sheriff office first law west of the Mississippi (geographic responsibility) ● Federal Law Enforcement-U.S. Marshalls ● FBI historical to present responsibility ● Technological advances-fingerprinting, radio communication, computers, forensic science ● Civil Rights movement, Supreme Court decisions, Miranda Rights
<p>1.3 Formulate a personal philosophy of law, public safety, and security (i.e., self-reflection, knowledge and understanding, beliefs, etc.)</p>	<ul style="list-style-type: none"> ● Ethics and professionalism ● Moral code ● Internet Safety and sensibility ● Core values and where they come from
<p>1.4 Explain the importance of ethics and cultural awareness in law enforcement</p>	<ul style="list-style-type: none"> ● Values

(e.g., values, social media, and profiling)	<ul style="list-style-type: none"> • Social Media • Profiling • Generational differences
1.5 Define code of conduct (canons of police ethics)	<ul style="list-style-type: none"> • Code of Ethics • Honor Code
1.6 Identify major events effecting policing (e.g., 9-11, Columbine, U.S. Patriot Act, air marshals, technology, equipment, active shooters, and Homeland Security)	<ul style="list-style-type: none"> • 9-11 • Columbine • U.S. Patriot Act • Air marshals • Technology • Equipment • Active shooters • Homeland Security
STANDARD 5.0 DEMONSTRATE FIRST-AID PROCEDURES	
5.1 Describe situations requiring first-aid and emergency care	<ul style="list-style-type: none"> • Person not breathing/difficulty breathing • Person Bleeding • Overdose • Unresponsive person • Serious Injury
5.2 Explain the roles and responsibilities of law enforcement officers in medical and emergency situations	<ul style="list-style-type: none"> • Protection of scene and personnel • Emergency Response • Public Notification/Evacuation (Hazmat) • Provide emergency care • Personal Protective Equipment (if needed)
5.3 Practice basic medical emergency and first-aid procedures	<ul style="list-style-type: none"> • Bleeding; Direct Pressure VS Tourniquet, burns, fractures, frostbite, poisoning, shock, and CPR
5.4 Describe situations requiring Standard Precautions to protect against disease exposure	<ul style="list-style-type: none"> • Universal Protections (gloves and/or mask) when needed around bleeding or sick people, or people showing symptoms of or known to have a communicable disease

5.5 Explain the intent of the Good Samaritan Law and the American Bystander Rule	<ul style="list-style-type: none"> ● Good Samaritan Law ● American Bystander Law
5.6 Identify signs, symptoms, and techniques for dealing with people with mental health issues	<ul style="list-style-type: none"> ● Signs/Symptoms ● Techniques
STANDARD 14 EXAMINE ISSUES RELATED TO PERSONAL AND MENTAL WELLNESS IN LAW AND PUBLIC SAFETY	
14.1 Describe resources and techniques for stress management and wellness	<ul style="list-style-type: none"> ● Stress management and stress reduction activities for criminal justice professionals ● Critical incident debriefing ● Non-healthy coping techniques for dealing with stress (i.e. alcohol and drug use, couch potato etc.) ● Healthy coping techniques to deal with loss and grief (i.e. counseling, talking etc.)
14.2 Recognize the positive and negative effects of peer pressure	<ul style="list-style-type: none"> ● Positive peer pressure and behavior ● Negative peer pressure and coercion behavior ● Cyber/social media peer pressure
14.3 Evaluate risk-taking behaviors (e.g., Below 100 Initiative)	<ul style="list-style-type: none"> ● Risk taking behaviors; ● Wear your seat belt ● Watch your speed ● Wear your vest ● W.I.N. - What's Important Now? ● Remember: Complacency Kills! ● Below 100 initiative
14.4 Describe symptoms of chemical abuse	<ul style="list-style-type: none"> ● Indications of drug use (i.e. avoidance of family and friends, mood swings, paranoia, absenteeism, change in sleep patterns, etc.)
14.5 Recognize factors leading to suicide	<ul style="list-style-type: none"> ● Possible signs of impending suicide (i.e. giving away possessions, changing will, abruptly making a will, hoarding medicine, and increase in risk taking behavior.) ● Correlation between depression and suicide ● Reasons for suicidal thoughts (PTSD, financial difficulties, marital

	difficulties, sexual abuse etc.)
14.6 Describe signs, symptoms, and causes of post-traumatic stress disorder (PTSD)	<ul style="list-style-type: none"> • Signs of Post Traumatic Stress Disorder (PTSD) • Causes of PTSD in law enforcement (i.e. shootings: witnessed or investigated, officer involved; accidents, high stress calls, calls involving children, homicide scenes, etc.)
14.7 Discuss physical fitness requirements for job success in law, public safety, and security (e.g., flexibility, cardiopulmonary endurance, muscular strength, muscular endurance, and body composition)	<ul style="list-style-type: none"> • Most common fitness tests for hiring • POPAT (Peace Officer Physical Aptitude Test) • Cooper Standards pros and cons (general population vs police population) • FIT FORCE
14.8 Explain how personal choices (good and bad) affect career plans in law, public safety, and security (i.e., actions have consequences, assess potential problems and benefits of decisions, learn from mistakes, etc.)	<ul style="list-style-type: none"> • Social media (i.e. Facebook, Twitter, Instagram, etc.) and its impact on the hiring process • Common disqualifications for law enforcement positions • Tattoos, piercings and hiring decisions • Educational requirements for law enforcement
14.9 Develop a plan for personal fitness and officer resiliency	<ul style="list-style-type: none"> • Rest and personal health • Balanced diet • Exercise • AZPOST fitness and exercise plan