

Instructional Framework

Law and Public Safety

43.0100.00



This Instructional Framework identifies, explains, and expands the content of the standards/measurement criteria, and, as well, guides the development of multiple-choice items for the Technical Skills Assessment. This document corresponds with the Technical Standards endorsed on October 9, 2019.

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, and 5• Application as it applies to government agents (i.e., 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, and 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 (i.e., 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
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)

	<ul style="list-style-type: none"> • Opening statements • Direct and indirect questioning • Closing statements • Jury instruction
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 • 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 [Titles 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 <ul style="list-style-type: none"> ◦ 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 <ul style="list-style-type: none"> ◦ 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 <ul style="list-style-type: none"> ◦ 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, and suspects)</p>	<ul style="list-style-type: none"> • Eyewitness 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) <ul style="list-style-type: none"> ◦ 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 (i.e., intentionally, knowingly, recklessly, criminal negligence, etc.) • Statements from victims and witnesses • Visible evidence of crime (i.e., broken items, bruising, scratches, etc.) • Elements of a crime (i.e., actus reus and mens rea, etc.)
<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

	<ul style="list-style-type: none"> • Chain of custody • Crime scene photographing and sketching • Search patterns • Documentation • Ways to protect a crime scene • Why protect crime scene • 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's 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 (i.e., hair on clothing, etc.)

	<ul style="list-style-type: none"> • Collection procedures • Chain of custody • Packaging process • Personal protection • Body fluids (i.e., saliva on cigarette butts, blood on carpet, etc.) • Evidence of deterioration • Transfer and cross contamination • Entomology • Environmental effect • Blood spatter
<p>7.8 Demonstrate interviewing and interrogation techniques and procedures</p>	<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 questioning • Use of silence
<p>7.9 Explain criteria for investigating impaired driving</p>	<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 • Blood Alcohol Content (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
<p>7.10 Explain criteria for investigation a crime of domestic violence</p>	<ul style="list-style-type: none"> • Domestic violence (DV) • Types of crimes involved • Relationships covered • Separate the participants • Officer safety considerations regarding DV • Maintain visual contact with partner and participants

	<ul style="list-style-type: none"> • Interview parties and witnesses • Determine violation • Provide victim/medical services • Arrest as necessary
STANDARD 13.0 PRACTICE EFFECTIVE COMMUNICATION SKILLS FOR LAW AND PUBLIC SAFETY	
13.1 Interpret verbal and nonverbal 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, etc.) • 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, etc.) • Technology • Language
13.4 Practice professional written and verbal communication skills with 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 (i.e., 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 with others	<ul style="list-style-type: none"> • Objective communication (i.e., facts, observations, etc.)

	<ul style="list-style-type: none"> • Subjective communication (i.e., opinion, hearsay, emotional expression, etc.)
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) <ul style="list-style-type: none"> ◦ 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 <ul style="list-style-type: none"> ◦ Use of RAW setting • 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 <ul style="list-style-type: none"> ◦ Industrial and home • Dash cameras • Mobile Tactical Computers (MTC) <ul style="list-style-type: none"> ◦ Information readily available in the patrol car • Crime Mapping System (CompStat) <ul style="list-style-type: none"> ◦ Statistical data on crime activity to plan police action to reduce occurrence • Body cameras as a 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 (i.e., FATS and MILO firearms systems, etc.) • 911 computer simulations • Simunition®, Paintball scenarios

<p>15.4 Discuss the advantages and disadvantages of technology available to citizens and the proliferation of citizen surveillance</p>	<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 (i.e., video doorbells, cameras, etc.)]
<p>15.5 Discuss the pros and cons of the uses of social media in law enforcement</p>	<ul style="list-style-type: none"> • Background investigations • Public participation in crime solving • Potential for the distortion of facts • Public relations through social networking
<p>STANDARD 16.0 EXAMINE THE PROCESS OF FORENSIC SCIENCE IN CRIME SCENE INVESTIGATION</p>	
<p>16.1 Analyze the historical development of forensic science (i.e., Edmond Locard's Exchange Principle, trace evidence, etc.)</p>	<ul style="list-style-type: none"> • Locard's Exchange Principle
<p>16.2 Explain the seven steps of the scientific method</p>	<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 results; replicate
<p>16.3 Examine the role of psychology in criminal investigation</p>	<ul style="list-style-type: none"> • Role of the criminal psychologist (e.g., profiling)
<p>16.4 Classify fingerprint characteristics (i.e., arch, loop, and whorl, minutiae points, etc.)</p>	<ul style="list-style-type: none"> • Arch • Loop • Whorl
<p>16.5 Discuss evidence collection of bodily fluids, drugs, and poisons</p>	<ul style="list-style-type: none"> • Collection containers • PPE (Personal Protective Equipment)
<p>16.6 Describe the use of ballistics evidence at a crime scene</p>	<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 [e.g., Crime Prevention through Environmental Design (CPTED) and the SARA model (scan, analyze, respond, and assess)]

- Crime Prevention through Environmental Design (CPTED)
- SARA model (scan, analyze, respond, and assess)
- Situational awareness

4.2 Describe components of community-orientated policing (e.g., CPTED, Block Watch, social media, and proactive vs. reactive)

- 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

- Make a plan (possible use of SARA)
- Crime statistical analysis

4.4 Describe methods and situations for patrolling an area

- 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

- Building trust between law enforcement, businesses, etc.
- Security survey for target hardening
- Businesses more likely to report crime acts/suspicious activity to help keep patrons safe

STANDARD 8.0 EXAMINE POLICE PROFICIENCY SKILLS

8.1 Describe principles, intervention, and control strategies related to crowd management

- Effectiveness of human-, motorcycle-, K9-, and horse-patrol
- Necessity of Dispersal Order in riot situations
- Less lethal dispersal tools
- Pre-event planning
- Incident Command System (ICS)
- Use-of-Force Continuum

8.2 Identify techniques and the use of equipment for traffic control and enforcement

- Radar-LIDAR
- Reflective vest
- Weather issues
- Flares and flashlights
- Barriers
 - Patrol cars

	<ul style="list-style-type: none"> ○ Barricades ○ Cones ● Electronic traffic light controller ● Private companies (i.e., REACT, etc.)
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 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 (TASER®) ● Batons ● 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

	<ul style="list-style-type: none"> • Trauma kit • First aid kit • Flares
STANDARD 9.0 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 of Post-9/11 • Function • Role/Responsibilities
9.3 Describe the role/responsibilities of airport security and the Transportation Security Administration (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 • Role/Responsibilities
9.6 Describe law enforcement activities of the federal fish and game wardens	<ul style="list-style-type: none"> • Origin • Role/Responsibilities
9.7 Describe the activities of the Drug Enforcement Administration (DEA)	<ul style="list-style-type: none"> • Origin • Role/Responsibilities • Controlled Substances Act (i.e., domestic enforcement, international involvement, etc.)
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

	<ul style="list-style-type: none"> • Role/Responsibilities
9.11 Describe the activities of the Bureau of Land Management (BLM)	<ul style="list-style-type: none"> • Origin • Role/Responsibilities <ul style="list-style-type: none"> ◦ 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 Federal Bureau of Investigation (FBI), the Central Intelligence Agency (CIA), and the 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 10.0 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, and duties • Bicycle unit training maneuverability and duties
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)	<ul style="list-style-type: none"> • Purpose of high-risk police operations [e.g., Special Weapons and Tactics (SWAT) team] • Hostage negotiations/Negotiations • SWAT response in law enforcement • Unusual criminal activity • Hostages • Hijackers • Barricaded suspects • High-risk arrest warrants
10.3 Describe law enforcement activities of the state game and fish wardens	<ul style="list-style-type: none"> • Fitness requirements • Environmental working conditions • Job duties (e.g., enforce state fishing and hunting laws)
10.4 Assess the function and necessary skills of the dispatcher/911 operator	<ul style="list-style-type: none"> • First responder is the 911 Operator • Importance of multitasking • Advancing technology [e.g., Enhanced 911 system (e911 Caller ID); NextGen 911 (NG9-1-1 text messaging); and data packaging (RapidSOS GPS from cell phones)]

	<ul style="list-style-type: none"> • Flow of information from 911 to field units • Stress management • Required skills (i.e., keyboarding proficiency, etc.)
10.5 Explain the vital connection of the dispatcher and the critical role involved in officer safety	<ul style="list-style-type: none"> • Information gathering (e.g., Where?, What?, When?, Who?, and Weapons? Why/How?) • Safety checks and radio monitoring • Assigning primary and backup units (i.e., how many officers based on type of call, etc.) • Accuracy of information • Broadcast for confidential transmissions
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)]	<ul style="list-style-type: none"> • Action planning • Mutual aid agreement • Incident Command System (ICS) • 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 • Traffic and crowd control
STANDARD 11.0 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 (e.g., prevention, rehabilitation, and 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 (TSU), Corrections Transportation Unit (CTU), K-9, 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; prison investigations (i.e., information about inmates, groups, gangs, etc.) • Protective custody

	<ul style="list-style-type: none"> • Moving prisoners between court and prison • Security considerations when transporting inmates • Stun belt and appropriate use • Transporting inmates (i.e., medical appointments, hospitalization, bereavement, etc.) • Care, custody, and control of inmates
11.4 Identify the historical progression of corrections (i.e., Auburn System, Pennsylvania System, etc.)	<ul style="list-style-type: none"> • Auburn System vs. Pennsylvania System • Walnut Street Jail • Alexander Maconochie: Father of Parole • John Augustus: Father of Probation
11.5 Examine county, state, and federal correctional 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 correctional officer (CO)
11.7 Describe prison programs and services (i.e., education, vocational training, drug and alcohol treatment, religious services, etc.)	<ul style="list-style-type: none"> • Educational programs • Vocational/Skills training • Drug and alcohol treatment • Religious services • Psychological programs
11.8 Describe prison operations (i.e., prisoner classification, security operations, discipline procedures, offender rights, etc.)	<ul style="list-style-type: none"> • Prisoner classification • Security operations • Discipline procedures • Offender rights
11.9 Examine the Arizona Revised Statutes Title 31 - Prisons and Prisoners	<ul style="list-style-type: none"> • Title 31: Prisons and Prisoners
11.10 Compare and contrast parole and community supervision and probation (state and federal)	<ul style="list-style-type: none"> • History of probation • Roles of probation officer • Duties of probation officer • History of parole • Roles of parole officer

	<ul style="list-style-type: none"> • Duties of parole officer
11.11 Describe special populations within the prison system (e.g., female, juvenile, special needs, vulnerable persons)	<ul style="list-style-type: none"> • Female • Special needs • Mental health population • Age: elderly and juvenile
STANDARD 12.0 EXAMINE PRIVATE SECURITY	
12.1 Compare and contrast the roles of law enforcement and private security	<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 vs. public supported policing • Citizen arrest as it relates to private security officers • Public police and private security relationship
12.2 Identify components of private security	<ul style="list-style-type: none"> • Explain the duties of private security • Various occupations (i.e., personal security, etc.) • Site protection • Executive protection • Residential patrol protection • Cyber security • K9 security patrol
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)	<ul style="list-style-type: none"> • Types of organizations that use private security • Historical aspects of private security • Career choices in private security (i.e., accident investigations/reconstruction, pre-employment investigation services, private investigations, armed and unarmed security officers, etc.) • Fast growing industry

Domain 3: Health and History

Instructional Time: 5-10%

STANDARD 1.0 ANALYZE THE EVOLUTION OF THE CRIMINAL JUSTICE SYSTEM

1.1 Investigate the historical beginnings of law enforcement, courts, and corrections	<ul style="list-style-type: none"> • History of Corrections <ul style="list-style-type: none"> ◦ Code of Hammurabi
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	<ul style="list-style-type: none"> ▪ Partnered crime and punishment <ul style="list-style-type: none"> ○ Robert Peel reforms ○ Magna Carta ○ British Common Law ○ Penitentiary vs. workhouse ○ Volmer ○ O.W. Wilson
1.2 Compare and contrast past and present roles of law enforcement officers	<ul style="list-style-type: none"> • Vigilantes and the Westward Expansion • History of Sherriff's Office <ul style="list-style-type: none"> ○ First law west of the Mississippi River (geographic responsibility) • Federal Law Enforcement <ul style="list-style-type: none"> ○ U.S. Marshalls • FBI <ul style="list-style-type: none"> ○ Past to present responsibilities • Technological advances <ul style="list-style-type: none"> ○ Fingerprinting ○ Radio communication ○ Computers ○ Forensic science • Civil Rights movement, Supreme Court decisions, Miranda Rights
1.3 Formulate a personal philosophy of law, public safety, and security (i.e., self-reflection, knowledge and understanding, beliefs, etc.)	<ul style="list-style-type: none"> • Ethics and professionalism • Moral code • Internet safety and sensibility • Core values and where they come from
1.4 Explain the importance of ethics and cultural awareness in law enforcement (e.g., values, social media, and profiling)	<ul style="list-style-type: none"> • Values • Social media • Profiling • Generational differences
1.5 Define code of conduct (canons of police ethics)	<ul style="list-style-type: none"> • Code of Ethics <ul style="list-style-type: none"> ○ Oath of Honor
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

	<ul style="list-style-type: none"> • 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 (e.g., bleeding, burns, fractures, frostbite, poisoning, shock, and CPR)	<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 14.0 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

	<ul style="list-style-type: none"> • 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 seat belt • Watch speed • Wear 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, increase in risk taking behavior, etc.) • Correlation between depression and suicide • Reasons for suicidal thoughts (i.e., 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, or 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) • FitForce training
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

