



2022 Law and Public Safety

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The Research and Curriculum Unit (RCU), located in Starkville, as part of Mississippi State University (MSU), was established to foster educational enhancements and innovations. In keeping with the land-grant mission of MSU, the RCU is dedicated to improving the quality of life for Mississippians. The RCU enhances intellectual and professional development of Mississippi students and educators while applying knowledge and educational research to the lives of the people of the state. The RCU works within the contexts of curriculum development and revision, research, assessment, professional development, and industrial training.

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Standards

Standards and alignment crosswalks are referenced in the appendix. Depending on the curriculum, these crosswalks should identify alignment to the standards mentioned below, as well as possible related academic topics as required in the Subject Area Testing Program in Algebra I, Biology I, English II, and U.S. History from 1877, which could be integrated into the content of the units. Mississippi's CTE LPS curriculum is aligned to the following standards:

Board on Law Enforcement Officer Standards and Training (BLEOST)

The BLEOST manual establishes policies and procedures governing the standards to be used by accredited training academies in determining what constitutes successful completion of the Basic Law Enforcement Training Program. Reprinted with permission, 2019.

<https://www.dps.ms.gov/public-safety-planning/standards-and-training/BLEOST>

National Emergency Medical Services (EMS) Educational Standards

Reprinted with permission, 2021. U.S. Department of Transportation. (2021). National EMS Educational Standards. Washington, D.C.: Author.

<https://naemse.org/page/Standards>

NFPA 1001: Standard for Fire Fighter Professional Qualifications, 2021 Edition

Reprinted with permission, 2021.

<https://www.nfpa.org/>

FEMA National Response Framework, Chapter II (Response Actions).

Reprinted with permission, 2019.

<https://www.fema.gov/emergency-managers/national-preparedness/frameworks/response>

International Society for Technology in Education Standards (ISTE)

Reprinted with permission from *ISTE Standards for Students* (2016). All rights reserved.

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iste.org

College- and Career-Readiness Standards

College- and career-readiness standards emphasize critical thinking, teamwork, and problem-solving skills. Students will learn the skills and abilities demanded by the workforce of today and the future. Mississippi adopted Mississippi College- and Career-Readiness Standards (MCCRS) to provide a guideline for expectations.

mdek12.org/oe/college-and-career-readiness-standards

Framework for 21st Century Learning

In defining 21st-century learning, the Partnership for 21st Century Skills has embraced key themes and skill areas that represent the essential knowledge for the 21st century: global awareness; financial, economic, business, and entrepreneurial literacy; civic literacy; health literacy; environmental literacy; learning and innovation skills; information, media, and technology skills; and life and career skills. *21 Framework Definitions* (2019).

battelleforkids.org/networks/p21/frameworks-resources

Preface

Secondary CTE programs in Mississippi face many challenges resulting from sweeping educational reforms at the national and state levels. Schools and teachers are increasingly being held accountable for providing applied learning activities to every student in the classroom. This accountability is measured through increased requirements for mastery and attainment of competency as documented through both formative and summative assessments. This document provides information, tools, and solutions that will aid students, teachers, and schools in creating and implementing applied, interactive, and innovative lessons. Through best practices, alignment with national standards and certifications, community partnerships, and a hands-on, student-centered concept, educators will be able to truly engage students in meaningful and collaborative learning opportunities.

The courses in this document reflect the statutory requirements as found in Section 37-3-49, *Mississippi Code of 1972*, as amended (Section 37-3-46). In addition, this curriculum reflects guidelines imposed by federal and state mandates (Laws, 1988, Ch. 487, §14; Laws, 1991, Ch. 423, §1; Laws, 1992, Ch. 519, §4 eff. from and after July 1, 1992; Strengthening Career and Technical Education for the 21st Century Act, 2019 [Perkins V]; and Every Student Succeeds Act, 2015).

Mississippi Teacher Professional Resources

The following are resources for Mississippi teachers:

Curriculum, Assessment, Professional Learning

Program resources can be found at the RCU's website, rcu.msstate.edu.

Learning Management System: An Online Resource

Learning management system information can be found at the RCU's website, under Professional Learning.

Should you need additional instructions, call the RCU at 662.325.2510.

Executive Summary

Pathway Description

The LPS career pathway focuses on the history of law and legal systems in the United States. It is a two-year high school program designed to include classroom and hands-on experiences to prepare students for employment or continuing education in the law enforcement field. Over the course of study, students will gain knowledge of local, state, and federal law enforcement functions from a historical and organizational point of view. Emphasis is also placed on the U.S. legal system and constitutional and criminal law. Students will also gain an understanding of the ethical and legal responsibilities of law enforcement officers and their roles. Instructional strategies and activities implemented through the course of study align to the BLEOST and the National EMS Educational Standards.

Additionally, students will learn the importance of personal health and safety in the work environments associated with LPS. Students will be introduced to the emergency services found in local communities, learn the specialized areas and topics within LPS, and examine the daily tasks and responsibilities of the professionals in the field. The program will offer students the opportunity to examine all areas of the military and the professions associated with each branch, learn about emergency management and workplace skills, and have meaningful, relevant job-shadowing experiences with professionals.

College, Career, and Certifications

Industry standards integrated throughout the LPS curriculum are based on guidelines recommended by the BLEOST and the National EMS Education Standards. The BLEOST and the National EMS Education Standards are nationally recognized and embraced by all stakeholders in the law enforcement and EMS industries.

There are three certifications associated with this curriculum. Students will be adequately prepared to meet the requirements of each.

- Federal Emergency Management Agency (FEMA) National Incident Management System (NIMS)—measures incident-management competence
- Community Emergency Response Teams (CERT)—educates participants about disaster preparedness
- Presidential Youth Fitness Program—measures physical fitness through benchmarks; students must score at or above the 85th percentile on all required activities

The curriculum prepares students who complete the LPS program and graduate from high school to enter the workforce or continue education at a postsecondary institution and then enter the workforce. Students who choose to enter the workforce after graduation from high school have the opportunity to apply to a law enforcement training academy or pursue a position in the EMS field. Students who choose to attend a postsecondary institution may enter a criminal justice program followed by entry into the workforce or a training academy.

Grade Level and Class Size Recommendations

It is recommended that students enter this program as a 10th grader. Exceptions to this are a district-level decision based on class size, enrollment numbers, and student maturity. This is a hands-on, lab- or shop-based course. Therefore, a maximum of 15 students is recommended per class with only one class with the teacher at a time.

Student Prerequisites

For students to experience success in the program, the following student prerequisites are suggested:

1. C or higher in English (the previous year)
 2. C or higher in high school-level math (last course taken or the instructor can specify the level of math instruction needed)
 3. Instructor approval and TABE reading score (eighth grade or higher)
- or**
1. TABE reading and math score (eighth grade or higher)
 2. Instructor approval
- or**
1. Instructor approval

Assessment

The latest assessment blueprint for the curriculum can be found at rcu.msstate.edu/curriculum/curriculumdownload.

Applied Academic Credit

The latest academic credit information can be found at mdek12.org/ese/approved-course-for-the-secondary-schools.

Teacher Licensure

The latest teacher licensure information can be found at mdek12.org/oel/apply-for-an-educator-license.

Professional Learning

If you have specific questions about the content of any of training sessions provided, please contact the RCU at 662.325.2510.

Course Outlines

Option 1—Four 1-Carnegie Unit Courses

This curriculum consists of four 1-credit courses that should be completed in the following sequence:

1. **Introduction to Law Enforcement—Course Code: 990103**
2. **Principles of Law Enforcement—Course Code: 990104**
3. **Introduction to Emergency Medical Services—Course Code: 990105**
4. **Principles of Emergency Medical Services—Course Code: 990106**

Course Description: Introduction to Law Enforcement

This course is designed to provide students with the foundational principles of law enforcement, including the physical requirements for careers in the field. Students will examine the roles and responsibilities of police, courts, corrections, and protective agencies of fire and emergency services. In addition, this course will cover the basic concepts of criminal and civil law and the interrelationship between the different branches of government and its agencies. Students will also explore the various branches of the military.

Course Description: Principles of Law Enforcement

This course emphasizes the legal responsibilities and challenges of patrol operations. The content covered in this course will include the various methods of policing and the basic day-to-day operations such as report writing, routine incident and emergency response, and investigative practices. Students will learn the concepts of law related to citizens' rights, conflict resolution, ethics, citizens emergency response training (CERT), and terrorism.

Course Description: Introduction to Emergency Medical Services

This course provides students with an overview of the skills necessary for a career in fire and emergency medical services. Students will examine the roles and responsibilities of firefighting and emergency management personnel. This course will introduce students to firefighter safety and development, including the rules and regulations, the proper use of personal protective equipment, and the principles of safety. Students will demonstrate the use of fire extinguishers, ground ladders, fire hoses, and water supply apparatus systems.

Course Description: Principles of Emergency Medical Services

This course will also introduce students to the concepts, knowledge, and skills needed for emergency medical care in the areas of patient care, ambulance operation, incident command, communications, and disaster preparedness.

Introduction to Law Enforcement—Course Code: 990103

Unit	Unit Title	Hours
1	Program Orientation	30
2	Introduction to the Criminal Justice System	55
3	Introduction to Law Enforcement	55
Total		140

Principles of Law Enforcement—Course Code: 990104

Unit	Unit Title	Hours
4	Introduction to Forensics and Crime Scene Investigations	70
5	Careers in the Military	70
Total		140

Introduction to Emergency Medical Services—Course Code: 990105

Unit	Unit Title	Hours
6	Program Orientation	30
7	Fire Protection	55
8	Emergency Medical Services	55
Total		140

Principles of Emergency Medical Services—Course Code: 990106

Unit	Unit Title	Hours
9	Emergency Management	70
10	Introduction to Emergency Communications	70
Total		140

Option 2—Two 2-Carnegie Unit Courses

This curriculum consists of two 2-credit courses that should be completed in the following sequence:

1. **Law and Public Safety I—Course Code: 990101**
2. **Law and Public Safety II—Course Code: 990102**

Course Description: Law and Public Safety I

This course introduces students to professions in law enforcement and the military. Students will learn the roles and responsibilities of police, courts, and the military. The course provides students with an overview of the history, organization, and functions of local, state, and federal law enforcement. Students will understand the role of constitutional law at the local, state, and federal levels; the U.S. legal system; criminal law; and law enforcement terminology and the classification and elements of crime. Students will understand the ethical and legal responsibilities, patrol procedures, first responder roles, telecommunications, emergency equipment operations, and courtroom testimony. In addition, students will learn terminology and the investigative procedures related to a criminal investigation, crime scene processing, evidence collection, and fingerprinting. Students will demonstrate the basic process to collect and analyze evidence such as fingerprint analysis, bodily fluids, hairs, fibers, firearms and ammunition, and other types of evidence.

Course Description: Law and Public Safety II

This course provides students with an overview of the skills necessary for a career in fire and emergency management services. Students will examine the roles and responsibilities of a firefighter and emergency management personnel and be introduced to firefighter safety and development, including rules and regulations, proper use of personal protective equipment, and the safety principles. Students will demonstrate the use of fire extinguishers, ground ladders, fire hoses, and water supply apparatus systems. This course will also introduce students to the concepts, knowledge, and skills needed for emergency medical care in the areas of patient care, ambulance operation, incident command, communications, and disaster preparedness.

Law and Public Safety I—Course Code: 990101

Unit	Unit Name	Hours
1	Program Orientation	30
2	Introduction to the Criminal Justice System	65
3	Introduction to Law Enforcement	65
4	Introduction to Forensics and Crime Scene Investigations	60
5	Careers in the Military	60
Total		280

Law and Public Safety II—Course Code: 990102

Unit	Unit Name	Hours
6	Program Orientation	40
7	Fire Protection	60
8	Emergency Medical Services	60
9	Emergency Management	60
10	Introduction to Emergency Communications	60
Total		280

Career Pathway Outlook

Overview

LPS is included among the protective service occupations that focus on the protection of lives and property. Entry-level law enforcement occupations at least a high school diploma or equivalent. Careers with the highest earning potential—detectives and federal agents, for example—usually require advanced degrees. Employment in the field most often requires successful completion of a training academy. However, law enforcement occupations typically provide on-the-job training. According to the U.S. Bureau of Labor Statistics, employment in law enforcement occupations is projected to grow 4.5%, which is an increase from 3.4 million to 3.6 million jobs. Of these jobs, 4 out of 5 are expected to include the following positions: security guards, police and sheriff’s patrol officers, and correctional officers and jailers. The employment of police and detectives is expected to grow faster than the average for all occupations at 5% from 2019 to 2029.

Needs of the Future Workforce

Data for law enforcement opportunities in Mississippi, compiled from the Mississippi Department of Employment Security, is listed below.

Table 1.1: Current and Projected Occupation Report

Description	Jobs, 2018	Projected Jobs, 2028	Change (Number)	Change (Percent)	Average Hourly Earnings, Year
Police and Sheriff’s Patrol Officers	8,230	8,540	310	3.8%	\$17.89
Detectives and Criminal Investigations	980	1,000	20	2.0%	\$32.48
Private Detectives and Investigators	150	170	20	13.3%	\$26.69
Paralegals and Legal Assistants	1,840	1,970	130	7.1%	\$23.19
Security Guards	10,000	11,570	1,510	15.0%	\$12.58
Emergency Medical Technicians and Paramedics	2,450	2,530	80	3.3%	\$15.51
Firefighters	3,370	3,510	140	4.5%	\$15.21

Source: Mississippi Department of Employment Security; mdes.ms.gov (2021).

Perkins V Requirements and Academic Infusion

The LPS curriculum meets Perkins V requirements of introducing students to and preparing them for high-skill, high-wage occupations in the field. It also offers students a program of study, including secondary, postsecondary, and institutions of higher learning courses, that will further prepare them for industry careers. Additionally, this curriculum is integrated with academic college- and career-readiness standards. Lastly, it focuses on ongoing and meaningful professional development for teachers as well as relationships with industry.

Transition to Postsecondary Education

The latest articulation information for secondary to postsecondary can be found at the Mississippi Community College Board website, mccb.edu.

Best Practices

Innovative Instructional Technologies

Classrooms should be equipped with tools that will teach today's digital learners through applicable and modern practices. The LPS educator's goal should be to include teaching strategies that incorporate current technology. To make use of the latest online communication tools—wikis, blogs, podcasts, and social media platforms, for example—the classroom teacher is encouraged to use a learning management system that introduces students to education in an online environment and places more of the responsibility of learning on the student.

Differentiated Instruction

Students learn in a variety of ways, and numerous factors—students' background, emotional health, and circumstances, for example—create unique learners. By providing various teaching and assessment strategies, students with various learning preferences can have more opportunities to succeed.

CTE Student Organizations

Teachers should investigate opportunities to sponsor a student organization. There are several here in Mississippi that will foster the types of learning expected from the curriculum. SkillsUSA is an example of a student organization with benefits for students. Student organizations provide participants and members with growth opportunities and competitive events. They also open the doors to the world of careers and scholarship opportunities.

Cooperative Learning

Cooperative learning can help students understand topics when independent learning cannot. Therefore, you will see several opportunities in the LPS curriculum for group work. To function in today's workforce, students need to be able to work collaboratively with others and solve problems without excessive conflict. The LPS curriculum provides opportunities for students to work together and help each other complete complex tasks. There are many field experiences within the LPS curriculum that will allow and encourage collaboration with professionals currently in the LPS field.

Work-Based Learning

Work-based learning is an extension of understanding competencies taught in the LPS classroom. This curriculum is designed in a way that necessitates active involvement by the

students in the community around them and the global environment. These real-world connections and applications link all types of students to knowledge, skills, and professional dispositions. Work-based learning should encompass ongoing and increasingly more complex involvement with local companies and industry professionals. Thus, supervised collaboration and immersion into the LPS industry around the students are keys to students' success, knowledge, and skills development.

Professional Organizations

Association for Career and Technical Education (ACTE)

acteonline.org

International Association of Fire Fighters (IAFF)

iaff.org

Mississippi ACTE (MS ACTE)

mississippiacte.com

National Association of Emergency Medical Technicians (NAEMT)

naemt.org

National Association of Police Organizations (NAPO)

napo.org

SkillsUSA

skillsusa.org

U.S. Air Force Junior ROTC (AFJROTC)

airuniversity.af.edu

U.S. Army Junior ROTC (Army JROTC)

usarmyjrotc.com/

U.S. Marine Corps Junior ROTC (MCJROTC)

mcjrotc.marines.mil/

Using This Document

Suggested Time on Task

This section indicates an estimated number of clock hours of instruction that should be required to teach the competencies and objectives of the unit. A minimum of 280 hours of instruction is required for each Carnegie unit credit. The curriculum framework should account for approximately 75-80% of the time in the course. The remaining percentage of class time will include instruction in nontested material, review for end-of-course testing, and special projects.

Competencies and Suggested Objectives

A competency represents a general concept or performance that students are expected to master as a requirement for satisfactorily completing a unit. Students will be expected to receive instruction on all competencies. The suggested objectives represent the enabling and supporting knowledge and performances that will indicate mastery of the competency at the course level. Teachers are welcome to teach the competencies in other ways than the listed objectives if it allows for mastery of the competencies. Teachers are also allowed to teach the units and competencies in the order that they prefer, as long as they teach necessary material allotted for that specific course or credit they are teaching at the time.

Teacher Resources

Teacher resources for this curriculum may be found in multiple places. Many program areas have teacher resource documents that accompany the curriculum and can be downloaded from the same site as the curriculum. The teacher resource document contains references, lesson ideas, websites, teaching and assessment strategies, scenarios, skills to master, and other resources divided by unit. This document could be updated periodically by RCU staff. Please check the entire document, including the entries for each unit, regularly for new information. If you have something you would like to add or have a question about the document, call or email the RCU's instructional design specialist for your program. The teacher resource document can be downloaded at rcu.msstate.edu/curriculum/curriculumdownload.aspx. All teachers should request to be added to the Canvas Resource Guide for their course. This is where all resources will be housed in the future if they are not already. To be added to the guide, [send a Help Desk ticket to the RCU](#) by emailing helpdesk@rcu.msstate.edu.

Perkins V Quality Indicators and Enrichment Material

Many of the units include an enrichment section at the end. If the LPS program is currently using the Mississippi Career Planning and Assessment System (MS-CPAS) as a measure of accountability, the enrichment section of material will not be tested. If this is the case, it is suggested to use the enrichment material when needed or desired by the teacher and if time allows in the class. This material will greatly enhance the learning experiences for students. If, however, the LPS program is using a national certification or other measure of accountability that aligns with Perkins V as a quality indicator, this material could very well be tested. It is the responsibility of the teacher to ensure all competencies for the selected assessment are covered throughout the year.

Unit 1: Program Orientation

Competencies and Suggested Objectives

1. Discuss the expectations, objectives, and policies related to this course. ^{DOK1}
 - a. Discuss the classroom rules and procedures.
 - b. Review the course standards and curriculum outline.
 - c. Complete a safety test to exhibit 100% mastery of safety practices and procedures.
2. Identify leadership opportunities in student organizations such as Skills USA. ^{DOK1}
 - a. Discuss the various competitions offered through the program area student organization.
 - Describe each competition and the skills needed to accomplish the tasks.
 - Demonstrate the tasks required to complete an assigned competition.
 - b. Describe the importance of effective communication skills.
 - Demonstrate verbal and nonverbal communication skills.
 - Apply appropriate speaking and listening skills to class- and work-related situations.
 - c. Utilize team-building skills in class- and work-related situations.
 - Define team building.
 - Discuss the attributes of a team.
 - Identify the roles included in a team.
3. Demonstrate the importance of physical fitness, nutrition, and overall well-being on law enforcement officers' ability to perform duties. ^{DOK2}
 - a. Complete a baseline physical fitness assessment to determine current fitness level.
 - b. Set fitness goals and develop a personal fitness plan to successfully reach goals or increase fitness level.
 - c. Describe the impact of diet and exercise on health conditions such as hypertension and cardiovascular disease.
 - d. Identify dietary guidelines that promote healthy eating.
 - Basic food groups or food pyramid
 - Hydration
 - e. Identify types of activity to develop and maintain an optimal level of physical fitness.
 - Stretching
 - Aerobic exercises
 - Strength training

Note: Safety is to be taught as an ongoing part of the program. Students are required to complete a written safety test with 100% accuracy before entering the shop for lab simulations and projects. This test should be documented in each student's file.

Note: This unit will be ongoing throughout the year. Time allotted for this unit will be distributed over the entire year.

Unit 2: Introduction to the Criminal Justice System

Competencies and Suggested Objectives	
1. Identify the main components and structure of the criminal justice system. ^{DOK2}	
a. Explain the purpose and function of the areas of the criminal justice system.	<ul style="list-style-type: none">• Judicial• Law enforcement• Corrections
b. Explain the purpose and functions of the criminal justice system.	<ul style="list-style-type: none">• Due process• Crime prevention• Protection of life and property• Apprehension of the offender• Enforcement of the law• Justice and equality
2. Explain the nature by which all crime must be considered as required by statute. ^{DOK2}	
a. Define the basic elements that determine why crimes are committed in our system.	<ul style="list-style-type: none">• Actus reus (i.e., criminal act)• Mens rea (i.e., criminal intent)• Concurrence• Causation
b. Describe and provide examples of the major types of crimes.	<ul style="list-style-type: none">• Violent• Property• Felony• Misdemeanor
c. Determine the major differences between civil and criminal offenses.	
3. Discuss the U.S. federal legal system and the role of law enforcement on different levels. ^{DOK2}	
a. Define the enumeration of power.	
b. Explain the enumeration of power among the three branches of government according to the U.S. Constitution.	<ul style="list-style-type: none">• Article I• Article II• Article III
c. Identify the roles and responsibilities of federal, state, county, and municipal law enforcement agencies.	
d. Examine the roles, jurisdiction, and enforcement powers of Mississippi municipal, county, and state enforcement and investigative agencies.	
e. Describe the levels and powers of municipal, state, and federal courts.	

4. Identify the legal precedents that provide the foundation for law enforcement procedures.
DOK2

- a. Examine the Bill of Rights in the U.S. Constitution.
- b. Explain the significance of constitutional amendments to individual rights.
 - Fourth through Sixth Amendments
 - Eighth Amendment
 - Fourteenth Amendment
- c. Examine major U.S. Supreme Court decisions and identify their significance to law enforcement.
 - Mapp v. Ohio
 - Terry v. Ohio
 - Tennessee v. Garner
 - Miranda v. Arizona
 - Gideon v. Wainwright
 - Escobedo v. Illinois
 - Chimel v. California

5. Describe the laws and procedures for juveniles in the American criminal justice system.
DOK2

- a. Explain the purpose of the juvenile justice system.
- b. Distinguish the juvenile justice system from the criminal process and the treatment of adults.
- c. Distinguish the classification of a juvenile under federal and state laws.
- d. Identify the purpose of key court decisions that protect the rights of juveniles.
 - In re Gault, 387 U.S. 1 (1967)
 - In re Winship, 397 U.S. 358 (1970)
 - Roper v. Simmons, 543 U.S. 551 (2005)

Unit 3: Introduction to Law Enforcement

Competencies and Suggested Objectives	
1. Describe the development of the American federal and state law enforcement systems. ^{DOK2}	
a. Analyze the contributions of major historical figures and their impact on law enforcement over the years.	<ul style="list-style-type: none">• Sir Robert Peel• August Volmer• O.W. Wilson
2. Explain the basic role of law enforcement officers and police departments. ^{DOK2}	
a. Describe the general responsibilities and duties police officers have to citizens and society.	<ul style="list-style-type: none">• Prevent crime• Preserve peace• Enforce laws• Provide services
b. Identify the functions of the core operational divisions of police departments.	<ul style="list-style-type: none">• Preventive patrol• Routine incident response• Emergency response• Criminal investigation• Problem-solving
c. Examine the mission statement, organizational structure, and chain of command within police departments.	
3. Relate the importance of professionalism, ethics, and moral standards to officers' duties. ^{DOK2}	
a. Analyze and recite the Law Enforcement Officer Code of Ethics and Oath of Honor.	
b. Interpret the Mississippi Ethics Law, MS Code of 1972, Section 25-4-105.	
c. Explain the types of behavior and circumstances that can lead to unethical and illegal actions.	<ul style="list-style-type: none">• Gratuity• Corruption• Abuse of authority• Abuse of force• Conflict of interest
4. Examine the purpose, benefits, and challenges of various policing strategies. ^{DOK2}	
a. Discuss the impact these strategies have on policing and public safety.	<ul style="list-style-type: none">• Community• Hot spot• Third party• Broken window• Intelligence-led• Problem-oriented

Unit 4: Introduction to Forensics and Crime Scene Investigations

Competencies and Suggested Objectives

1. Demonstrate techniques for handling evidence during a crime scene investigation. ^{DOK3}
 - a. Discuss the elements involved in recognizing, processing, and preserving physical evidence.
 - Types of physical evidence
 - Steps for collecting evidence
 - Five rules of evidence
 - Chain of custody
 - b. Identify the necessary steps to take before entering and securing a crime scene.
 - c. Demonstrate the process for conducting a search for evidence at a crime scene.
 - Strip line
 - Grid-quadrant
 - Zone wheel
 - Spiral
 - Baseline

Unit 5: Careers in the Military

Competencies and Suggested Objectives

1. Explore the five branches of the United States Armed Forces. ^{DOK1}
 - a. Evaluate the history and responsibility of the United States Army.
 - b. Evaluate the history and responsibility of the United States Navy.
 - c. Evaluate the history and responsibility of the United States Marine Corps.
 - d. Evaluate the history and responsibility of the United States Air Force.
 - e. Evaluate the history and responsibility of the United States Coast Guard.
 - f. Evaluate the history and responsibility of the reserve forces of each military branch.
2. Investigate available careers in the United States Armed Forces. ^{DOK1}
 - a. Discover how to join each branch of the United States Armed Forces.
 - b. Examine available LPS careers in the military.
3. Demonstrate basic map-reading skills. ^{DOK3}
 - a. Examine necessary elements of map reading, including terrain features, map symbols, grids, and types and scales of maps.
 - b. Demonstrate compass techniques.
 - c. Demonstrate effective ways to plot points on a map.

Unit 6: Program Orientation

Competencies and Suggested Objectives

1. Discuss the expectations, objectives, and policies related to this course. ^{DOK1}
 - a. Discuss the classroom rules and procedures.
 - b. Review the course standards and curriculum outline.
 - c. Complete a safety test to exhibit 100% mastery of safety practices and procedures.
2. Identify leadership opportunities in student organizations such as Skills USA. ^{DOK1}
 - a. Discuss the various competitions offered through the program area student organization.
 - Describe each competition and the skills needed to accomplish the tasks.
 - Demonstrate the tasks that are required to complete an assigned competition.
 - b. Describe the importance of effective communication skills.
 - Demonstrate verbal and nonverbal communication skills.
 - Apply appropriate speaking and listening skills to class- and work-related situations.
 - c. Utilize team-building skills in class- and work-related situations.
 - Define team building.
 - Discuss the attributes of a team.
 - Identify the roles included in a team.
3. Demonstrate the importance of physical fitness, nutrition, and overall well-being on law enforcement officers' ability to perform duties. ^{DOK2}
 - a. Complete a baseline physical fitness assessment to determine current fitness level.
 - b. Set fitness goals and develop a personal fitness plan to successfully reach goals or increase fitness level.
 - c. Describe the impact of diet and exercise on health conditions such as hypertension and cardiovascular disease.
 - d. Identify dietary guidelines that promote healthy eating.
 - Basic food groups or food pyramid
 - Hydration
 - e. Identify types of activity to develop and maintain an optimal level of physical fitness.
 - Stretching
 - Aerobic exercises
 - Strength training

Note: Safety is to be taught as an ongoing part of the program. Students are required to complete a written safety test with 100% accuracy before entering the shop for lab simulations and projects. This test should be documented in each student's file.

Note: This unit will be ongoing throughout the year. Time allotted for this unit will be distributed over the entire year.

Unit 7: Fire Protection

Competencies and Suggested Objectives	
1. Investigate the history and roles of fire protection services. ^{DOK1}	
a. Explain the roles, duties, and responsibilities of firefighters, fire investigators, and code enforcement officers within the community.	
b. Identify career opportunities in the fire services.	
2. Recognize the importance of the 911 and dispatch systems. ^{DOK1}	
a. Analyze the roles and responsibilities of a 911 dispatcher.	
b. Explain the cooperative relationship between dispatch, law enforcement, fire, and emergency medical services.	
3. Examine the methods and equipment used by fire protection services. ^{DOK2}	
a. Investigate the science of a fire and demonstrate the different types of fire extinguishment.	
b. Discuss the different types of fire apparatuses and how they are effective in the fire services.	
c. Demonstrate the proper personal protective equipment utilized by firefighters (i.e., turn-out gear, self-contained breathing apparatuses (SCBA), and early-warning systems).	
4. Prepare for search and rescue operations. ^{DOK3}	
a. Analyze emergency situations to determine search and rescue methods.	
b. Practice search and rescue methods in simulated emergency situations.	
c. Discuss various types of victim extrication, including building collapse and auto extrication, and the proper use of equipment associated with extrication.	

Unit 8: Emergency Medical Services

Competencies and Suggested Objectives

1. Demonstrate the knowledge and skills related to EMS systems, including the roles and responsibilities of the emergency medical responder (EMR). ^{DOK3}
 - a. Explain the medical, legal, and ethical implications that impact an EMR in the medical profession.
 - b. Explain the importance, necessity, and legality of patient confidentiality, including the Health Insurance Portability and Act (HIPAA).
 - c. Discuss the role of the National Registry of EMTs, the scope of practice, and the medical direction as it relates to an EMR.
 - d. Identify the various emergencies encountered by an EMR and demonstrate the assessment and management skills of an EMR in both medical and trauma patients.
 - e. Demonstrate the proper procedures and skills for appropriate communication and documentation of a patient-care report (PCR).

Unit 9: Emergency Management

Competencies and Suggested Objectives
1. Compare and contrast emergency management agencies at the local, state, and national levels. ^{DOK1} <ol style="list-style-type: none">Explore the responsibilities of the Federal Emergency Management Agency (FEMA).Explore the responsibilities of the Mississippi Emergency Management Agency (MEMA).
2. Demonstrate incident management skills in emergency situations. ^{DOK2} <ol style="list-style-type: none">Demonstrate incident command.Demonstrate proper incident management for a mass casualty event.Demonstrate proper incident management for disaster response and recovery.Demonstrate proper incident management for terrorist events.Demonstrate proper incident management for the handling of hazardous materials.

Unit 10: Introduction to Emergency Communications

Competencies and Suggested Objectives

1. Describe career options in the field of emergency service telecommunications (EST). ^{DOK1}
 - a. Research the roles and responsibilities of the various types of EST organizations.
 - Emergency medical dispatcher
 - Emergency fire dispatcher
 - 911 operator
 - b. Identify the education, training, and certification required for emergency telecommunicators (ETC).
2. Demonstrate the knowledge and skills needed to perform the fundamentals of EST. ^{DOK3}
 - a. Illustrate geographical reasoning and decision-making skills using maps and global positioning system (GPS) applications.
 - b. Describe basic call management and data entry skills.
 - c. Demonstrate basic radio operation skills.
 - d. Exhibit basic resource management skills.

Student Competency Profile

Student's Name: _____

This record is intended to serve as a method of noting student achievement of the competencies in each unit. It can be duplicated for each student, and it can serve as a cumulative record of competencies achieved in the course.

In the blank before each competency, place the date on which the student mastered the competency.

Unit 1: Program Orientation		
	1.	Discuss the expectations, objectives, and policies related to this course.
	2.	Identify leadership opportunities in student organizations such as Skills USA.
	3.	Demonstrate the importance of physical fitness, nutrition, and overall well-being on law enforcement officers' ability to perform duties.
Unit 2: Introduction to the Criminal Justice System		
	1.	Identify the main components and structure of the criminal justice system.
	2.	Explain the nature by which all crime must be considered as required by statute.
	3.	Discuss the U.S. federal legal system and the role of law enforcement on different levels.
	4.	Identify the legal precedents that provide the foundation for law enforcement procedures.
	5.	Describe the laws and procedures for juveniles in the American criminal justice system.
Unit 3: Introduction to Law Enforcement		
	1.	Describe the development of the American federal and state law enforcement systems.
	2.	Explain the basic role of law enforcement officers and police departments.
	3.	Relate the importance of professionalism, ethics, and moral standards to officers' duties.
	4.	Examine the purpose, benefits, and challenges of various policing strategies.
Unit 4: Introduction to Forensics and Crime Scene Investigations		
	1.	Demonstrate techniques for handling evidence during a crime scene investigation.
Unit 5: Careers in the Military		
	1.	Explore the five branches of the United States Armed Forces.
	2.	Investigate available careers in the United States military.
	3.	Demonstrate basic map-reading skills.
Unit 6: Program Orientation		

	1.	Discuss the expectations, objectives, and policies related to this course.
	2.	Identify leadership opportunities in student organizations such as Skills USA.
	3.	Demonstrate the importance of physical fitness, nutrition, and overall well-being on law enforcement officers' ability to perform duties.
Unit 7: Fire Protection		
	1.	Investigate the history and roles of fire protection services.
	2.	Recognize the importance of the 911 and dispatch systems.
	3.	Examine the methods and equipment used by fire protection services.
	4.	Prepare for search and rescue operations.
Unit 8: Emergency Medical Services		
	1.	Demonstrate the knowledge and skills related to EMS systems, including the roles and responsibilities of the emergency medical responder (EMR).
Unit 9: Emergency Management		
	1.	Compare and contrast emergency management agencies at the local, state, and national levels.
	2.	Demonstrate incident management skills in emergency situations.
Unit 10: Introduction to Emergency Communications		
	1.	Describe career options in the field of emergency service telecommunications (EST).
	2.	Demonstrate the knowledge and skills needed to perform the fundamentals of EST.

Appendix A: Industry Standards

Board on Law Enforcement Officer Standards and Training (BLEOST)

	Units	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7	Unit 8	Unit 9	Unit 10
BLEOST											
PK1.1 Patrol Operations				X		X	X	X			
PK1.1.1 History of the Criminal Justice System			X	X	X	X	X	X	X		
PK1.1.2 Ethics		X	X	X	X	X	X	X	X	X	X
PK1.2 Basic Criminal Investigation				X		X	X	X	X		X
PK1.3 Traffic				X	X		X	X	X	X	X
PK1.4 Basic Law for Law Enforcement Officers			X	X	X		X		X		
PS2.1 Mechanics of Arrest			X	X	X	X	X	X	X		
PS2.2 Testimony in Court			X	X	X	X	X	X	X	X	X
PS2.2.1 Courtroom Procedures and Techniques			X	X	X	X	X	X	X		
PS2.3 Firearms Training				X		X	X	X	X		
PS2.4 First Aid, HIV/AIDS Awareness and CPR				X		X	X	X	X	X	X
PS2.5 Driver Training				X		X	X	X	X	X	X
PS2.6 Administrative Time			X	X	X	X	X	X	X	X	X

1 POLICE KNOWLEDGE

PK 1.1 Patrol Operations

PK1.1.1 History of the Criminal Justice System

PK1.1.2 Ethics

PK1.1.3 Law Enforcement Officer Rights

PK1.1.4 Police Image

PK1.1.5 Crime and its Prevention

PK1.1.6 Stop and Approach

- PK1.1.7 Basic Radio Communications
- PK1.1.8 Use of Force and Incident Reporting and Documentation
- PK1.1.9 Service of Process
- PK1.1.10 Cultural Awareness and Human Relations
- PK1.1.11 Handling the Mentally Ill

PK 1.2 Basic Criminal Investigation

- PK1.2.1 Crime Scene and Forensic Services
- PK1.2.2 Basic Investigative Matters
- PK1.2.3 Narcotics Investigation

PK 1.3 Traffic

- PK1.3.1 Rules of the Road
- PK1.3.2 DUI Law, Detection and Field Sobriety
- PK1.3.3 Accident Investigation
- PK1.3.4 Traffic Control and Roadblocks
- PK1.3.5 Intoxilyzer
- PK1.3.6 Radar

PK 1.4 Basic Law for Law Enforcement Officers

- PK1.4.1 Evidence, Arrest, Search and Seizure
- PK1.4.2 Mississippi Criminal Statutes
- PK1.4.3 Juvenile Law and Procedure
- PK1.4.4 Civil Liability and Use of Force

2 POLICE SKILLS

PS 2.1 Mechanics of Arrest

- PS2.1.1 Physical Fitness and Conditioning
- PS2.1.2 Subject Control Techniques
- PS2.1.3 Officer Survival and Crisis Intervention

PS 2.2 Testimony in Court

- PS2.2.1 Courtroom Procedures and Techniques

PS2.2.2 Moot Court

PS 2.3 Firearms Training

PS 2.4 First Aid, HIV/AIDS Awareness and CPR

PS 2.5 Driver Training

PS 2.6 Administrative Time

National Emergency Medical Services (EMS) Educational Standards

	Units	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7	Unit 8	Unit 9	Unit 10
EMS											
EMB1									X	X	
EMB2										X	
EMB3									X	X	
EMB4										X	
EMB6									X	X	X
EMB8									X	X	
EMB9									X	X	
EMB11									X	X	
EMB12									X	X	X
EMB13									X	X	
EMB14									X	X	X

- EMB1 Preparatory
- EMB2 Anatomy and Physiology
- EMB3 Medical Terminology
- EMB4 Pathophysiology
- EMB5 Life Span Development
- EMB6 Public Health
- EMB7 Pharmacology
- EMB8 Airway Management, Respiration, and Artificial Ventilation
- EMB9 Assessment
- EMB10 Medicine
- EMB11 Shock and Resuscitation
- EMB12 Trauma
- EMB13 Special Patient Populations
- EMB14 EMS Operations

NFPA 1001: Standard for Fire Fighter Professional Qualifications

	Units	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7	Unit 8	Unit 9	Unit 10
NFPA 1001											
NFPA1.5.1								X			
NFPA1.5.2								X			X
NFPA1.5.3								X			
NFPA1.5.4								X			
NFPA1.5.5								X			
NFPA2.6.1								X			
NFPA2.6.2								X			X
NFPA2.6.3								X			
NFPA2.6.4								X			
NFPA2.6.5								X			

1. Fire Fighter I

- NFPA1.5.1 General
- NFPA1.5.2 Fire Department Communications
- NFPA1.5.3 Fireground Operations
- NFPA1.5.4 Rescue Operations
- NFPA1.5.5 Preparedness and Maintenance

2. Fire Fighter II

- NFPA2.6.1 General
- NFPA2.6.2 Fire Department Communications
- NFPA2.6.3 Fireground Operations
- NFPA2.6.4 Rescue Operations
- NFPA2.6.5 Fire and Life Safety Initiatives, Preparedness, and Maintenance



~~2017 Law and Public Safety~~

~~Program CIP: 43.9999—Homeland Security, Law Enforcement, Firefighting and Related Protective Services, Other.~~

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~~The Research and Curriculum Unit (RCU), located in Starkville, MS, as part of Mississippi State University, was established to foster educational enhancements and innovations. In keeping with the land grant mission of Mississippi State University, the RCU is dedicated to improving the quality of life for Mississippians. The RCU enhances intellectual and professional development of Mississippi students and educators while applying knowledge and educational research to the lives of the people of the state. The RCU works within the contexts of curriculum development and revision, research, assessment, professional development, and industrial training.~~

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Standards

Standards are superscripted in each unit and are referenced in the appendices. Standards in the Law and Public Safety Curriculum Framework and Supporting Materials are based on the following:

~~Board on Law Enforcement Officer Standards and Training (BLEOST)~~

~~The Board on Law Enforcement Officer Standards and Training manual establishes policy and procedures governing the standards to be used by accredited training academies in determining what constitutes successful completion of the Basic Law Enforcement Training Program. Reprinted with permission, 2012.~~

~~<http://www.dps.state.ms.us/wp-content/uploads/2011/12/BLEOST-Policy-Procedures-Manual-SOS-v2011-rev-1.1.1-06-27-2011.pdf>~~

~~National Emergency Medical Services (EMS) Educational Standards~~

~~Reprinted with permission, 2010. U.S. Department of Transportation. (2009). National EMS Educational Standards. Washington, D.C.: Author.~~

~~<http://naemse.pgpic.com/edustandard-6-1-.pdf>~~

~~NFPA 1001: Standard for Fire Fighter Professional Qualifications, 2013 Edition~~

~~Reprinted with permission, 2012.~~

~~<http://www.nfpa.org/>~~

~~Federal Emergency Management Agency (FEMA) National Response Framework, Chapter II (Response Actions)~~

~~Reprinted with permission, 2012. <http://www.fema.gov/pdf/emergency/nrf/nrf-core.pdf>~~

~~College and Career Ready Standards~~

~~The College and Career Ready Standards emphasize critical thinking, teamwork and problem-solving skills. Students will learn the skills and abilities demanded by the workforce of today and the future. Mississippi adopted Mississippi College and Career Ready Standards (MCCRS) because they provide a consistent, clear understanding of what students are expected to learn so that teachers and parents know what they need to do to help them. Reprinted from <http://www.mde.k12.ms.us/MCCRS>~~

~~International Society for Technology in Education Standards (ISTE)~~

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21st Century Skills and Information and Communication Technologies Literacy Standards

In defining 21st-century learning, the Partnership for 21st Century Skills has embraced five content and skill areas that represent the essential knowledge for the 21st century: global awareness; civic engagement; financial, economic, and business literacy; learning skills that encompass problem-solving, critical thinking, and self-directional skills; and information and communication technology (ICT) literacy.

Preface

Secondary career and technical education programs in Mississippi face many challenges resulting from sweeping educational reforms at the national and state levels. Schools and teachers are increasingly being held accountable for providing true learning activities to every student in the classroom. This accountability is measured through increased requirements for mastery and attainment of competency as documented through both formative and summative assessments.

The courses in this document reflect the statutory requirements as found in Section 37-3-49, *Mississippi Code of 1972*, as amended (Section 37-3-46). In addition, this curriculum reflects guidelines imposed by federal and state mandates (Laws, 1988, Ch. 487, §14; Laws, 1991, Ch. 423, §1; Laws, 1992, Ch. 519, §4 eff. from and after July 1, 1992; Carl D. Perkins Vocational Education Act IV, 2007; and Every Student Succeeds Act 2015.).

Mississippi Teacher Professional Resources

The following are resources for Mississippi teachers.

Curriculum, Assessment, Professional Learning, and other program resources can be found at The Research and Curriculum Unit's website: <http://www.rcu.msstate.edu>

Should you need additional instructions, please call 662.325.2510.

Executive Summary

Pathway Description

The Law and Public Safety career pathway focuses on the history of law and legal systems in the United States. Students will leave the program with a firm foundation of knowledge in these areas. Additionally, students will learn the importance of personal health and safety in the work environments associated with law and public safety. Students will also be introduced to the emergency services found in local communities. Additionally, students will focus on corrections in the state of Mississippi, studying specifically how jails and prisons function. Students will learn the specialized areas and topics within the law and public safety arena. They will examine the daily tasks and responsibilities of the professionals in the field. The program will offer students the opportunity to examine all areas of the military and the professions associated with each branch. Additionally, students will learn about emergency management and workplace skills and will have meaningful, relevant job-shadowing experiences with professionals.

Industry Certification

There are three certifications associated with this curriculum. Students will be adequately prepared to meet the requirements of each.

- *FEMA National Incident Management System (NIMS)*—measures incident management competence
- *Community Emergency Response Teams (CERT)*—educates participants about disaster preparedness
- *Presidential Youth Fitness Program*—measures physical fitness through benchmarks; students must score at or above 85th percentile on all required activities

Assessment

The latest assessment blueprint for the curriculum can be found at <http://www.rcu.msstate.edu/Curriculum/CurriculumDownload.aspx>.

Student Prerequisites

In order for students to experience success in the program, the following student prerequisites are suggested:

1. C or higher in English (the previous year)
 2. C or higher in math (last course taken, or the instructor can specify the math)
 3. Instructor approval and TABE reading score (eighth grade or higher)
- OR**
1. TABE reading score (eighth grade or higher)
 2. Instructor approval
- OR**
1. Instructor approval

Applied Academic Credit

The latest academic credit information can be found at <http://www.mde.k12.ms.us/ACCRED/AAS>.

Once there, click the “Mississippi Public School Accountability Standards Year” tab.

~~Review the appendices for graduation options and superscript information regarding specific programs receiving academic credit.~~

~~Check this site often as it is updated frequently.~~

~~**Teacher Licensure**~~

~~The latest teacher licensure information can be found at~~

~~<http://www.mde.k12.ms.us/educator-licensure>.~~

~~**Professional Learning**~~

~~If you have specific questions about the content of any of the training sessions provided, please contact the Research and Curriculum Unit at 662.325.2510.~~

~~7~~

Course Outlines

Option 1—Four One-Carnegie-Unit Courses

This curriculum consists of four one-credit courses, which should be completed in the following sequence:

1. ~~History of Law and Legal Systems—Course Code: 990103~~
2. ~~Emergency Services and Corrections—Course Code: 990104~~
3. ~~Special Topics in Law and Public Safety—Course Code: 990105~~
4. ~~Emergency Management and Military Professions—Course Code: 990106~~

Course Description: History of Law and Legal Systems

~~This course focuses on the history of law and legal systems in the United States. Students will leave the class with a firm foundation of knowledge in these areas. Additionally, students will learn the importance of personal health and safety in the work environments associated with law and public safety.~~

Course Description: Emergency Services and Corrections

~~This course introduces students to emergency services found in local communities. Additionally, students will focus on corrections in the state of Mississippi, studying specifically how jails and prisons function.~~

Course Description: Special Topics in Law and Public Safety

~~This course focuses on specialized areas and topics within the law and public safety arena. Students will learn about these particular areas and examine the daily tasks and responsibilities of the professionals associated with them.~~

Course Description: Emergency Management and Military Professions

~~This course will offer students the opportunity to examine all areas of the military and the professions associated with each. Additionally, students will learn about emergency management and workplace skills and will have meaningful, relevant job-shadowing experiences with professionals.~~

History of Law and Legal Systems—Course Code: 990103

Unit	Unit Name	Hours
1	Program Orientation	15
2	Career Expectations	30
3	History of Criminal Law	40
4	Law Enforcement Services	40
Total		125

Emergency Services and Corrections—Course Code: 990104

Unit	Unit Name	Hours
5	United States Court Services	40
6	Corrections	35
7	Specialized Services	20
Total		95

Special Topics in Law and Public Safety—Course Code: 990105

Unit	Unit Name	Hours
8	School to Career Orientation	10
9	Security and Protective Services	15
10	Crime Scene Investigations	45
11	Emergency Medical Services	40
Total		110

Emergency Management and Military Professions—Course Code: 990106

Unit	Unit Name	Hours
12	Fire Protection Services	50
13	Emergency Management	40
14	Careers in the Military	20
Total		110

Option 2—Two Two-Carnegie-Unit Courses

This curriculum consists of two two-credit courses, which should be completed in the following sequence:

1. Law and Public Safety I—Course Code: 990101

2. Law and Public Safety II—Course Code: 990102

Course Description: Law and Public Safety I

This course focuses on the history of law and legal systems in the United States. Students will leave the class with a firm foundation of knowledge in these areas. Additionally, students will learn the importance of personal health and safety in the work environments associated with law and public safety. Students will also be introduced to the emergency services found in local communities. Additionally, students will focus on corrections in the state of Mississippi, studying specifically how jails and prisons function.

Course Description: Law and Public Safety II

This course focuses on specialized areas and topics within the law and public safety arena. Students will learn about these particular areas and examine the daily tasks and responsibilities of the professionals associated with them. The course will offer students the opportunity to examine all areas of the military and the professions associated with each. Additionally, students will learn about emergency management and workplace skills and will have meaningful, relevant job shadowing experiences with professionals.

Law and Public Safety I—Course Code: 990101

Unit	Unit Name	Hours
1	Program Orientation	15
2	Career Expectations	30
3	History of Criminal Law	40
4	Law Enforcement Services	40
5	United States Court Services	40
6	Corrections	35
7	Specialized Services	20
Total		220

Law and Public Safety II—Course Code: 990102

Unit	Unit Name	Hours
8	School to Career Orientation	10
9	Security and Protective Services	15
10	Crime Scene Investigations	45
11	Emergency Medical Services	40
12	Fire Protection Services	50
13	Emergency Management	40
14	Careers in the Military	20
Total		220

Research Synopsis

Introduction

This curriculum prepares students for a variety of occupations in law and public safety. The industry is projected to grow by 29.3% in Mississippi and by 33.9% nationwide by 2020 (U.S. Bureau of Labor Statistics, 2011). All occupations listed below are projected to grow in Mississippi. Students in this program will be prepared for multiple in-demand and competitive job opportunities.

Needs of the Future Workforce

Data for this synopsis were compiled from the Mississippi Department of Employment Security (2015). Employment opportunities for each of the occupations are listed below.

Table 1.1: Current and Projected Occupation Report

Occupation	Employment		Projected Growth 2010-2020		Average Wage 2015	
	Current (2010)	Projected (2020)	Number	Percent	Hourly	Annual
Correctional Officers and Jailers	7,710	8,460	750	9.7	\$12.71	\$26,430
Police and Sheriff's Patrol Officers	2,820	3,010	190	6.7	\$15.74	\$32,740
Detectives and Criminal Investigators	1,350	1,410	60	4.4	\$26.21	\$54,510
Probation Officers and Correctional Treatment Specialists	470	570	100	21.3	\$15.05	\$31,310
Emergency Medical Technicians and Paramedics	1,610	1,970	360	22.4	\$15.48	\$32,210
Firefighters	260	270	10	3.8	\$15.04	\$31,290
Forensic Science Technicians	300	340	40	13.3	\$24.91	\$51,810
Paralegals and Legal Assistants	2,370	2,420	50	2.1	\$21.23	\$44,160
Private Detectives and Investigators	60	70	10	16.7	\$14.40	\$29,940
Security Guards	9,500	11,060	1,560	16.4	\$10.92	\$22,720

Source: Mississippi Department of Employment Security, 2015.

Perkins IV Requirements

The Law and Public Safety curriculum will meet Perkins IV requirements of high-skill, high-wage, and/or high-demand occupations by offering articulation to a criminal justice program at a postsecondary institution. It will also offer students a program of study, including secondary, postsecondary, and Institution of Higher Learning (IHL) courses that will prepare them for occupations in this field. Additionally, the Law and Public Safety curriculum is integrated with academic standards and articulated to the 2006 Physical Education Framework for Grades 10–12. The Law and Public Safety curriculum focuses on ongoing and meaningful professional development for teachers as well as relationships with industry. The curriculum is written in accordance with the Board on Law Enforcement Officer Standards and Training (BLEOST), National EMS Educational Standards, the Federal Emergency Management Agency (FEMA) National Response Framework, Chapter II (Response Actions), and the National Fire Protection Association (NFPA) Standards for Fire Fighter Professional Qualifications (1001). Students are assessed based on certification requirements from these associations and on scenario-based performances.

Curriculum Content

Summary of Standards

Additional standards in the Law and Public Safety Curriculum Framework and supporting materials are based on the College and Career Ready State Standards Initiative (2010), the National Educational Technology Standards (NETS) for Students (2007), and 21st Century Skills. Combining these standards will result in highly skilled, well-rounded students who are prepared to enter postsecondary education or the workforce.

Academic Infusion

The Law and Public Safety curriculum is not only tied to academic Criminal Justice standards but also to physical education. Students will also encounter history through learning about the American justice system and the history of the courts. In addition, this curriculum prepares students for the modern workforce by incorporating the 21st Century Literacy Skills.

Transition to Postsecondary Education

The latest articulation information for secondary to postsecondary can be found at the Mississippi Community College Board (MCCB) website: <http://www.mccb.edu/>.

Best Practices

Innovative Instructional Technologies

Recognizing that today's students are digital learners, the classroom should be equipped with tools that will teach them in the way they need to learn. The Law and Public Safety teacher's goal should be to include teaching strategies that incorporate current technology. It is suggested that each classroom house a set of desktop student computers and one teacher laptop. To make use of the latest online communication tools, such as wikis, blogs, and podcasts, the classroom teacher is encouraged to use a learning management system, such as the Blackboard Content Management System, which introduces students to education in an online environment and places the responsibility of learning on the student.

Differentiated Instruction

Students learn in a variety of ways. Some are visual learners, needing only to read information and study it to succeed. Others are auditory learners, thriving best when information is read aloud to them. Still others are tactile learners, needing to participate actively in their learning experiences. Add the student's background, emotional health, and circumstances, and a very unique learner emerges. To combat this, the Law and Public Safety curriculum is written to include several instructional methods by using the Understanding by Design (UbD) approach. This method of instructional design leads students to a deeper understanding of course material and provides multiple opportunities for students to succeed in different ways. Many activities are graded by rubrics that allow students to choose the type of product they will produce. By providing various teaching and assessment strategies, students with various learning styles can succeed.

Career and Technical Education Student Organizations

Teachers should investigate opportunities to sponsor a student organization. There are several in Mississippi that will foster the types of learning expected from the Law and Public Safety curriculum, such as SkillsUSA. This organization offers students preparation for careers in technical, skilled, and service occupations. Involvement in a student group like SkillsUSA can help make students even more marketable after graduation and further prepare them for their future occupations.

Cooperative Learning

Cooperative learning can help students understand topics when independent learning cannot. Therefore, you will see several opportunities in the Law and Public Safety curriculum for group work. To function in today's workforce, students need to be able to work collaboratively with others and solve problems without excessive conflict. The Law and Public Safety curriculum provides opportunities for students to work together and to help one another complete complex tasks.

Conclusions

The Mississippi Law and Public Safety curriculum is full of opportunities to teach and learn using a variety of techniques and skills. Cooperative learning, problem-based learning, and demonstration will be included to ensure that students who complete this program will be holistically prepared for many different occupations. The hands-on instruction will help students develop skills they will need to be successful in those future careers. The curriculum document will be updated regularly to reflect the changing needs of this industry.

Professional Organizations

Exploring: Learning for Life
1329 West Walnut Hill Lane
P.O. Box 152225
Irving, TX 75015-2225
<http://exploring-learningforlife.org/>

International Association of Fire Fighters (IAFF)
1750 New York Avenue, NW Suite 300
Washington, DC 20006-5395
<http://www.iaff.org/index.asp>

National Association of Emergency Medical Technicians (NAEMT)
P.O. Box 1400
Clinton, MS, 39060-1400
1-800-34-NAEMT
<http://www.naemt.org/default.aspx>

National Association of Police Organizations (NAPO)
317 South Patrick Street
Alexandria, Virginia 22314
<http://www.napo.org/>

U.S. Army Junior ROTC
1-800-347-6641
<https://www.usarmyjrotc.com/jrotc/dt>

SkillsUSA
14001 SkillsUSA Way
Leesburg, VA 20176
703.777.8810
<http://www.skillsusa.org/>

Using This Document

Suggested Time on Task

This section indicates an estimated number of clock hours of instruction that should be required to teach the competencies and objectives of the unit. A minimum of 140 hours of instruction is required for each Carnegie unit credit. The curriculum framework should account for approximately 75–80% of the time in the course.

Competencies and Suggested Objectives

A competency represents a general concept or performance that students are expected to master as a requirement for satisfactorily completing a unit. Students will be expected to receive instruction on all competencies. The suggested objectives represent the enabling and supporting knowledge and performances that will indicate mastery of the competency at the course level.

Integrated Academic Topics, 21st Century Skills and Information and Communication Technology Literacy Standards, ACT College Readiness Standards, and Technology Standards for Students

This section identifies related academic topics as required in the Subject Area Testing Program (SATP) in Algebra I, Biology I, English II, and U.S. History from 1877, which are integrated into the content of the unit. Research-based teaching strategies also incorporate ACT College Readiness standards. This section also identifies the 21st Century Skills and Information and Communication Technology Literacy skills. In addition, national technology standards for students associated with the competencies and suggested objectives for the unit are also identified.

References

A list of suggested references is provided for each unit. The list includes some of the primary instructional resources that may be used to teach the competencies and suggested objectives. Again, these resources are suggested, and the list may be modified or enhanced based on needs and abilities of students and on available resources.

Unit 1: Program Orientation

Competencies and Suggested Objectives

1. ~~Discuss local program and vocational center policies and procedures.~~^{DOK 1, EMP}
 - a. ~~Preview local program and vocational center policies and procedures, including dress code, attendance, acceptable use of technology policy, academic requirements, discipline, shop/lab rules and regulations, and transportation regulations.~~
 - b. ~~Describe, define, and illustrate general safety rules for working in a shop/lab and explain how they relate to the law and public safety industry.~~
 - c. ~~Give a brief overview of the course, why it is important for students to know the content of the course, and how it will be delivered.~~
 - d. ~~Preview course objectives and the industry standards.~~
2. ~~Explore opportunities provided by student organizations, including SkillsUSA.~~^{DOK 1, PK 1.1.2, PS2.3, PS2.4, PS2.5, PS2.6, EMB6}
 - a. ~~Identify leadership and personal development skills.~~
 - b. ~~Identify and practice effective communication, including verbal, nonverbal, writing, and technology skills.~~
 - c. ~~Work as a team to design a community service project in which the knowledge and skills learned in the course can be used to improve the lives of others.~~

Unit 2: Career Expectations

NOTE: The following health foundations are for teaching and reinforcement and will be embedded objectives throughout the entire course as the instructor deems applicable.

1. Recognize the potential dangers of working with careers in law and public safety and how to avoid them. DOK2, PK1.1.2, PS2.3, PS2.4, PS2.5, PS2.6, EMB6
 - a. Discuss the importance of good health and physical fitness in law and public safety.
 - b. Identify measures to maintain good health and safe working conditions in law and public safety.
 - c. Evaluate task requirements for proper occupational safety and health needs.

Competencies and Suggested Objectives

1. Understand ethical, cultural, and societal issues. DOK1, PK1.1.2, PS2.3, PS2.4, PS2.5, PS2.6, EMB6
 - a. Identify forces that shape personality development and learning styles, including personality traits, heredity, and environment.
 - b. Research employment opportunities through various outlets, such as the WIN Job Center, Monster.com, or MississippiWorks.org.
 - c. Use the Curriculum Career Pathway Map as a guide to research potential earnings, employee benefits, working conditions, and educational requirements.
 - d. Describe basic employee responsibilities and appropriate work ethics of those working in the law and public safety industry.
2. Demonstrate the ability to follow verbal and written instructions and communicate effectively in on-the-job situations. DOK2, PK1.1.2
 - a. Follow basic written and verbal instructions.
 - b. Effectively communicate in on-the-job situations.
3. Discuss personality roles in on-the-job situations.
 - a. Explore personality development and the classroom environment in relation to teamwork skills and communication skills.
 - b. Research personality/behavior assessment tools (e.g., Myers-Briggs, Colors, DISC) and explore how personality traits affect teamwork and leadership skills.
4. Demonstrate basic first aid and CPR procedures.
 - a. Demonstrate the procedure for administering cardiopulmonary resuscitation (CPR) to infants, children, and adults.
 - b. Demonstrate the procedure for administering CPR using an automated external defibrillator (AED) for infants, children, and adults.
 - c. Demonstrate the procedure for removal of a foreign body airway obstruction for infants, children, and adults.
 - d. Demonstrate the procedure for treating external bleeding and the application of dressings and bandages.
 - e. Demonstrate the procedure for treating shock.
 - f. Demonstrate the procedure for treating muscle, bone, and joint injuries.
 - g. Demonstrate the procedure for treating burns.
 - h. Demonstrate the procedure for treating poisoning.

<p>i. Demonstrate the procedure for providing first aid care for injuries to the eyes, ears, head/skull, nose, chest, abdomen, and genital organs.</p>
<p>5. Research effective career documents. ^{DOK2, PS2.4, PS2.6}</p> <p>a. Practice completing effective job applications.</p> <p>b. Identify an effective cover letter for a job application.</p> <p>c. Describe a functional and effective professional résumé.</p>
<p>6. Research proper interviewing techniques. ^{DOK2, PS2.4, PS2.6}</p> <p>a. Identify acceptable professional attire for interviewing.</p> <p>b. Practice professional interviewing techniques.</p> <p>c. Participate in a mock interview.</p>
<p>7. Interact with professionals in careers in Law and Public Safety. ^{DOK2, PS2.4, PS2.6}</p> <p>a. Observe or apprentice with a professional in a law or public safety career.</p> <p>b. Participate in workplace activities as the law allows.</p> <p>c. Research community service opportunities.</p>

Unit 3: History of Criminal Law

Competencies and Suggested Objectives

1. Discover how law originated and developed in the United States. ^{DOK1, PK1.1.1, PK1.1.2, PK1.4, PS2.1, PS2.2, PS2.2.1, PS2.6}
 - a. Identify the origins of law in the United States.
 - b. Explain the importance of the Constitution and Bill of Rights, in particular the 4th, 5th, 6th, 8th, and 14th amendments.
 - c. Trace the process by which laws are enacted.
 - d. Consider/analyze how the Supreme Court decisions of *Mapp v. Ohio*, *Terry v. Ohio*, *Tennessee v. Garner*, and *Miranda v. Arizona* impact citizens of the US.
2. Distinguish the difference between crimes, including felonies and misdemeanors. ^{DOK2, PK1.1.1, PK1.1.2, PK1.4, PS2.1, PS2.2, PS2.2.1, PS2.6}
 - a. Analyze the basic elements of crimes, including *Actus Reus* and *Mens Rea*.
 - b. Classify crimes as either a felony or misdemeanor.
 - c. Utilize MS Code 1972 for classifying crimes as either a felony or misdemeanor.
3. Distinguish punishments based on types of crimes. ^{DOK2, PK1.1.1, PK1.1.2, PK1.4, PS2.1, PS2.2, PS2.2.1, PS2.6}
 - a. Consider appropriate punishments for different types of crimes.
 - b. Utilize MS Code 1972 for determining appropriate punishments for various crimes.

Unit 4: Law Enforcement Services

Competencies and Suggested Objectives	
<p>1. Investigate the history and roles of law enforcement.</p> <p>a. Discover the history of police officers in the United States.</p> <p>b. Explain the basic command structure, from agency head through patrol.</p>	<p>DOK1, PK1.1, PK1.1.1, PK1.1.2, PK1.2, PK1.3, PK1.4, PS2.1, PS2.2, PS2.2.1, PS2.3, PS2.4, PS2.5, PS.6, EMB6</p>
<p>2. Examine the role/duties of a law enforcement officer.</p> <p>a. Demonstrate basic elements of an arrest.</p> <p>b. Demonstrate basic elements of a basic traffic stop.</p> <p>c. Demonstrate basic elements of a felony traffic stop.</p> <p>d. Demonstrate basic elements of a vehicle search.</p> <p>e. Discuss proper communication skills while dealing with the public.</p> <p>f. Examine and demonstrate proper report writing skills used in completing an incident report.</p>	<p>DOK2, PK1.1, PK1.1.1, PK1.1.2, PK1.2, PK1.3, PK1.4, PS2.1, PS2.2, PS2.2.1, PS2.3, PS2.4, PS2.5, PS.6, EMB6</p>
<p>3. Examine defensive tactics used by law enforcement officers.</p> <p>a. Recognize appropriate use of force in law enforcement.</p> <p>b. Examine in detail the use of force continuum.</p> <p>c. Examine police brutality claims.</p> <p>d. Practice tactical self-defense in law enforcement.</p>	<p>DOK2, PK1.1, PK1.1.1, PK1.1.2, PK1.2, PK1.3, PK1.4, PS2.1, PS2.2, PS2.2.1, PS2.3, PS2.4, PS2.5, PS.6, EMB6</p>
<p>4. Analyze DUI enforcement and prosecution.</p> <p>a. Discuss and analyze the DUI statute 63-11-30 of the MS Code of 1972.</p> <p>b. Analyze enforcement and punishments concerning a DUI.</p> <p>c. Demonstrate basic elements of Standardized Field Sobriety Testing.</p>	<p>DOK2, PK1.1, PK1.1.1, PK1.1.2, PK1.2, PK1.3, PK1.4, PS2.1, PS2.2, PS2.2.1, PS2.3, PS2.4, PS2.5, PS.6, EMB6</p>
<p>5. Evaluate the impact of drug use within the community.</p> <p>a. Define the various types of drugs and substances.</p> <p>b. Examine situations when law enforcement safety was questioned due to substance abuse calls.</p>	<p>DOK2, PK1.1, PK1.1.1, PK1.1.2, PK1.2, PK1.3, PK1.4, PS2.1, PS2.2, PS2.2.1, PS2.3, PS2.4, PS2.5, PS.6, EMB6</p>

Unit 5: United States Court Services

Competencies and Suggested Objectives

1. Evaluate career opportunities within in the United States court system. ^{DOK1, PK1.1.1, PK1.1.2, PK1.3, PK1.4, PS2.1,PS2.2,PS2.2.1,PS2.6}
 - a. Identify career opportunities in the United States court system.
 - b. Critically examine the roles of courtroom personnel, such as judges, prosecutors, defense attorneys, bailiffs, defendants, and plaintiffs.
2. Discover the aspects, including similarities and differences, among court systems in the United States. ^{DOK1, PK1.1.1, PK1.1.2, PK1.3, PK1.4, PS2.1,PS2.2,PS2.2.1,PS2.6}
 - a. Compare and contrast the characteristics of state and federal court systems.
 - b. Compare and contrast the characteristics of civil and criminal court systems.
 - c. Explain how local, state, and federal constitutional laws protect citizens of the United States.
3. Evaluate the key components of the criminal trial process. ^{DOK2, PK1.1.1, PK1.1.2, PK1.3, PK1.4, PS2.1,PS2.2,PS2.2.1,PS2.6}
 - a. Explain how the constitutional amendments, including the Bill of Rights, are implemented to protect rights of United States citizens.
 - b. Outline pretrial and other courtroom procedures.
 - c. Distinguish between and understand the types of sentencing and the rules of sentencing.

Unit 6: Corrections

Competencies and Suggested Objectives	
1. Investigate the history of and career opportunities in the field of corrections.	DOK1, PK1.1, PK1.1.1, PK1.1.2, PK1.2, PS2.1, PS2.2, PS2.2.1, PS2.3, PS2.4, PS2.5, PS2.6, EMB6
a. Trace the history of the correctional system.	
b. Discover the duties and responsibilities of correctional officers.	
c. Examine career opportunities available in the correctional system, including probation and parole.	
2. Examine the roles of jails and prisons in the United States.	DOK1, PK1.1, PK1.1.1, PK1.1.2, PK1.2, PS2.1, PS2.2, PS2.2.1, PS2.3, PS2.4, PS2.5, PS2.6, EMB6
a. Discuss the differences between jails and prisons.	
b. Classify the varying levels of security in jails and prisons.	
c. Explain the constitutional rights of inmates in jails and prisons.	
3. Examine the roles of alternative sentencing in the United States.	DOK1, PK1.1, PK1.1.1, PK1.1.2, PK1.2, PS2.1, PS2.2, PS2.2.1, PS2.3, PS2.4, PS2.5, PS2.6, EMB6
a. Discuss the similarities/differences of probation and parole as well as the possible conditions within each.	
b. Examine possible punishments based on age and special populations.	

Unit 7: Specialized Services

Competencies and Suggested Objectives

1. Investigate the roles, responsibilities, and characteristics of specialized law enforcement agencies in Mississippi. ^{DOK1, PK1.1, PK1.1.1,}

PK1.1.2, PK1.2, PK1.3, PK1.4, PS2.1, PS2.2, PS2.2.1, PS2.3, PS2.4, PS2.5, PS2.6

a. Examine the duties and importance of the Mississippi Highway Patrol.

b. Examine the duties and importance of the Mississippi Bureau of Investigations.

c. Examine the duties and importance of the Mississippi Bureau of Narcotics.

d. Examine the duties and importance of the Mississippi Crime Lab.

e. Examine the duties and importance of the Mississippi Medical Examiner's Office.

2. Investigate the roles, responsibilities, and characteristics of specialized law enforcement agencies. ^{DOK1, PK1.1, PK1.1.1, PK1.1.2, PK1.2, PK1.3, PK1.4, PS2.1, PS2.2, PS2.2.1, PS2.3, PS2.4, PS2.5, PS2.6}

a. Examine the duties and importance of federal marshals.

b. Examine the duties and importance of the FBI.

c. Examine the duties and importance of the ATF.

d. Examine the duties and importance of the DEA.

e. Examine the duties and importance of border patrol.

f. Examine the duties and importance of homeland security.

Unit 8: School to Career Orientation

Review and Reinforcement

NOTE: The following health and safety foundations are for teaching and reinforcement and will be embedded objectives throughout the entire course as the instructor deems applicable.

1. ~~Recognize the potential dangers of working with careers in law and public safety and how to avoid them.~~ ^{DOK2, PK1.1.2, PS2.3, PS2.4, PS2.5, PS2.6, EMB6}
 - a. ~~Discuss the importance of good health and physical fitness in law and public safety.~~
 - b. ~~Identify measures to maintain good health and safe working conditions in law and public safety.~~
 - c. ~~Evaluate task requirements for proper occupational safety and health needs.~~
 - d. ~~Demonstrate basic first aid and CPR procedures.~~

Competencies and Suggested Objectives

1. ~~Discuss local CTE center policies and procedures.~~ ^{DOK2,}
 - a. ~~Discuss safety issues and prevention associated with the shop area.~~
 - b. ~~Explain general safety rules, including fire safety, for working in a shop/lab and in the workplace.~~
2. ~~Explore leadership skills and personal development opportunities provided for students by student organizations, including SkillsUSA.~~ ^{DOK2}
 - a. ~~Demonstrate effective team building and leadership skills.~~
 - b. ~~Demonstrate through practice appropriate work ethics.~~
3. ~~Discuss employment opportunities and responsibilities for careers in Law and Public Safety.~~ ^{DOK2, EMP}
 - a. ~~Describe employer expectations in the workplace.~~
 - b. ~~Practice completing effective job applications.~~
 - c. ~~Develop an effective cover letter for a job application.~~
 - d. ~~Complete a functional and effective professional résumé.~~
 - e. ~~Identify acceptable professional attire for interviewing.~~
 - f. ~~Practice professional interviewing techniques.~~
 - g. ~~Participate in a mock interview.~~
 - h. ~~Interact with professionals in careers in Law and Public Safety.~~

Unit 9: Security and Protective Services

Competencies and Suggested Objectives

~~1. Discuss the history and relevance of public and private security in the United States.~~^{DOK1,}

~~PK1.1, PK1.1.1, PK1.1.2, PK1.2, PK1.3, PS2.1, PS2.2, PS2.2.1, PS2.3, PS2.4, PS2.5, PS2.6~~

~~a. Explain career opportunities available in public and private security.~~

~~b. Examine the roles of public and private security.~~

~~2. Demonstrate public and private security responsibilities.~~^{DOK1, PK1.1, PK1.1.1,}

~~PK1.1.2, PK1.2, PK1.3, PS2.1, PS2.2, PS2.2.1, PS2.3, PS2.4, PS2.5, PS2.6~~

~~a. Recognize the need for security services in protecting lives, property, and information.~~

~~b. Explain the importance of the interface between security services and all aspects of law enforcement.~~

~~c. Examine the wide range of activities used by private security in protecting assets.~~

~~d. Explain the training and qualification standards for contract security officers.~~

Unit 10: Crime Scene Investigations

Competencies and Suggested Objectives

1. Investigate roles and responsibilities of criminal/crime scene investigators. ^{DOK1, PK1.1.1, PK1.1.2, PK1.2, PK1.3, PK1.4, PS2.1, PS2.2, PS2.2.1, PS2.3, PS2.4, PS2.5, PS2.6}
 - a. Demonstrate methods of observation, interviewing, and interrogation.
 - b. Demonstrate proper ways to process a crime scene, including photographing, chain of custody, and collection of evidence.
2. Discuss methods used for evidence recovery. ^{DOK3, PK1.1.1, PK1.1.2, PK1.2, PK1.3, PK1.4, PS2.1, PS2.2, PS2.2.1, PS2.3, PS2.4, PS2.5, PS2.6}
 - a. Examine the three main classifications of fingerprints: loops, whorls, and arches.
 - b. Demonstrate proper ways to develop and lift a latent print.
 - c. Discuss the difference between latent, visible, and molded prints.
 - d. Identify and discuss alternative methods, such as DNA, footprints, and tire impressions.

Unit 11: Emergency Medical Services

Competencies and Suggested Objectives

1. Acquire the knowledge and skills related to Emergency Medical Services (EMS) systems, including the roles and responsibilities of the Emergency Medical Responder (EMR).^{DOK2, EMB1, EMB2, EMB3, EMB4, EMB6, EMB8, EMB9, EMB11, EMB12, EMB13, EMB14, PK.1.1.2, PK.1.3, PS2.2, PS2.4, PS2.5, PS2.6}
 - a. Explain medical, legal, and ethical implications that impact an EMR in the medical profession.
 - b. Explain the importance, necessity, and legality of patient confidentiality, including HIPAA.
 - c. Discuss the role of the National Registry of EMTs, scope of practice, and medical direction as it relates to the EMR.
 - d. Identify the various emergencies encountered by the EMR, and demonstrate the assessment and management skills of the EMR in both medical and trauma patients.
 - e. Demonstrate proper procedure and skills for appropriate communication and documentation of a patient care report (PCR).

Unit 12: Fire Protection Services

Competencies and Suggested Objectives	
1. Investigate the history and roles of fire protection services.	<small>DOK1, EMB5, EMB12, EMB14, NFPA 1.5.1, NFPA 1.5.2, NFPA 1.5.3, NFPA 1.5.4, NFPA 1.5.5, NFPA2.6.1, NFPA 2.6.2, NFPA 2.6.3, NFPA2.6.4, NFPA2.6.5, PK1.1.2, PK1.2, PK1.3, PS2.2, PS2.4, PS2.5, PS2.6</small>
a. Explain the roles, duties, and responsibilities of fire fighters, fire investigators, and code enforcement within the community.	
b. Identify career opportunities in the fire services.	
2. Recognize the importance of the 911 and dispatch systems.	<small>DOK1, EMB5, EMB12, EMB14, NFPA 1.5.1, NFPA 1.5.2, NFPA 1.5.3, NFPA 1.5.4, NFPA 1.5.5, NFPA2.6.1, NFPA 2.6.2, NFPA 2.6.3, NFPA2.6.4, NFPA2.6.5, PK1.1.2, PK1.2, PK1.3, PS2.2, PS2.4, PS2.5, PS2.6</small>
a. Analyze the roles and responsibilities of a 911 dispatcher.	
b. Explain the cooperative relationship between dispatch, law enforcement, fire, and emergency medical services.	
3. Examine methods and equipment used by fire protection services.	<small>DOK2, EMB5, EMB12, EMB14, NFPA 1.5.1, NFPA 1.5.2, NFPA 1.5.3, NFPA 1.5.4, NFPA 1.5.5, NFPA2.6.1, NFPA 2.6.2, NFPA 2.6.3, NFPA2.6.4, NFPA2.6.5, PK1.1.2, PK1.2, PK1.3, PS2.2, PS2.4, PS2.5, PS2.6</small>
a. Investigate the science of a fire, and demonstrate the different types of fire extinguishment.	
b. Discuss the different types of fire apparatuses and how they are effective in the fire services.	
c. Demonstrate proper personal protective equipment utilized by the firefighter, including turn-out gear, Self-Contained Breathing Apparatus (SCBA), and early warning systems.	
4. Prepare for search and rescue operations.	<small>DOK3, EMB5, EMB12, EMB14, NFPA 1.5.1, NFPA 1.5.2, NFPA 1.5.3, NFPA 1.5.4, NFPA 1.5.5, NFPA2.6.1, NFPA 2.6.2, NFPA 2.6.3, NFPA2.6.4, NFPA2.6.5, PK1.1.2, PK1.2, PK1.3, PS2.2, PS2.4, PS2.5, PS2.6</small>
a. Analyze emergency situations to determine search and rescue methods.	
b. Practice search and rescue methods in simulated emergency situations.	
c. Discuss various types of victim extrication, including building collapse and auto extrication, and the proper use of equipment associated with extrication.	

Unit 13: Emergency Management

Competencies and Suggested Objectives

1. ~~Compare and contrast emergency management agencies at local, state, and national levels.~~
DOK1, PK1.1.2, PS2.4, PS2.6, EMB6, EMB8, EMB11, EMB12, EMB13, EMB14
 - a. ~~Explore the responsibilities of the Federal Emergency Management Agency (FEMA).~~
 - b. ~~Explore the responsibilities of the Mississippi Emergency Management Agency (MEMA).~~
2. ~~Demonstrate incident management skills in emergency situations.~~ DOK2, PK1.1.2, PS2.4, PS2.6, EMB6, EMB8, EMB11, EMB12, EMB13, EMB14
 - a. ~~Demonstrate incident command.~~
 - b. ~~Demonstrate proper incident management for a mass-casualty event.~~
 - c. ~~Demonstrate proper incident management for disaster response and recovery.~~
 - d. ~~Demonstrate proper incident management for hazardous weather operations.~~
 - e. ~~Demonstrate proper incident management for incidents of terrorism.~~
 - f. ~~Demonstrate proper incident management for the handling of hazardous materials.~~

Unit 14: Careers in the Military

Competencies and Suggested Objectives

1. ~~Explore the five branches of the United States military.~~ ^{DOK1, PK1.1, PK1.1.1, PK1.1.2, PK1.2, PK1.3, PK1.4, PS2.1, PS2.2, PS2.2.1, PS2.3, PS2.4, PS2.5, PS2.6}
 - a. ~~Evaluate the history and responsibility of the United States Army.~~
 - b. ~~Evaluate the history and responsibility of the United States Navy.~~
 - c. ~~Evaluate the history and responsibility of the United States Marine Corps.~~
 - d. ~~Evaluate the history and responsibility of the United States Air Force.~~
 - e. ~~Evaluate the history and responsibility of the United States Coast Guard.~~
 - f. ~~Evaluate the history and responsibility of the reserve forces of each military branch.~~
2. ~~Investigate available careers in the United States Military.~~ ^{DOK1, PK1.1, PK1.1.1, PK1.1.2, PK1.2, PK1.3, PK1.4, PS2.1, PS2.2, PS2.2.1, PS2.3, PS2.4, PS2.5, PS2.6}
 - a. ~~Discover how to join each branch of the United States Military.~~
 - b. ~~Examine available careers within Law and Public Safety in the military.~~
3. ~~Demonstrate basic map reading skills.~~ ^{DOK2, PK1.1, PK1.1.1, PK1.1.2, PK1.2, PK1.3, PK1.4, PS2.1, PS2.2, PS2.2.1, PS2.3, PS2.4, PS2.5, PS2.6}
 - a. ~~Examine necessary elements of map reading, including terrain features, map symbols, grids, and types and scales of maps.~~
 - b. ~~Demonstrate compass techniques.~~
 - c. ~~Demonstrate effective ways to plot points on a map.~~

Student Competency Profile

Student's Name: _____

This record is intended to serve as a method of noting student achievement of the competencies in each unit. It can be duplicated for each student, and it can serve as a cumulative record of competencies achieved in the course.

In the blank before each competency, place the date on which the student mastered the competency.

Unit 1: Program Orientation	
	1. Discuss local program and vocational center policies and procedures.
	2. Explore opportunities provided by student organizations, including SkillsUSA.
Unit 2: Career Expectations	
	1. NOTE: The following health foundations are for teaching and reinforcement and will be embedded objectives throughout the entire course as the instructor deems applicable. Recognize the potential dangers of working with careers in law and public safety and how to avoid them.
	1. Understand ethical, cultural, and societal issues.
	2. Demonstrate the ability to follow verbal and written instructions and communicate effectively in on-the-job situations.
	3. Discuss personality roles in on-the-job situations.
	4. Demonstrate basic first aid and CPR procedures.
	5. Research effective career documents.
	6. Research proper interviewing techniques.
	7. Interact with professionals in careers in Law and Public Safety.
Unit 3: History of Criminal Law	
	1. Discover how law originated and developed in the United States.
	2. Distinguish the difference between crimes, including felonies and misdemeanors.
	3. Distinguish punishments based on types of crimes.
Unit 4: Law Enforcement Services	
	1. Investigate the history and roles of law enforcement.
	2. Examine the role/duties of a law enforcement officer.
	3. Examine defensive tactics used by law enforcement officers.
	4. Analyze DUI enforcement and prosecution.

	5.	Evaluate the impact of drug use within the community.
Unit 5: United States Court Services		
	1.	Evaluate career opportunities within in the United States court system.
	2.	Discover the aspects, including similarities and differences, among court systems in the United States.
	3.	Evaluate the key components of the criminal trial process.
Unit 6: Corrections		
	1.	Investigate the history of and career opportunities in the field of corrections.
	2.	Examine the roles of jails and prisons in the United States.
	3.	Examine the roles of alternative sentencing in the United States.
Unit 7: Specialized Services		
	1.	Investigate the roles, responsibilities, and characteristics of specialized law enforcement agencies in Mississippi.
	2.	Investigate the roles, responsibilities, and characteristics of specialized law enforcement agencies.
Unit 8: School to Career Orientation		
	1.	NOTE: The following health and safety foundations are for teaching and reinforcement and will be embedded objectives throughout the entire course as the instructor deems applicable. Recognize the potential dangers of working with careers in law and public safety and how to avoid them.
	1.	Discuss local CTE center policies and procedures.
	2.	Explore leadership skills and personal development opportunities provided for students by student organizations, including SkillsUSA.
	3.	Discuss employment opportunities and responsibilities for careers in Law and Public Safety.
Unit 9: Security and Protective Services		
	1.	Discuss the history and relevance of public and private security in the United States.
	2.	Demonstrate public and private security responsibilities.
Unit 10: Crime Scene Investigations		
	1.	Investigate roles and responsibilities of criminal/crime scene investigators.
	2.	Discuss methods used for evidence recovery.
Unit 11: Emergency Medical Services		
	1.	Acquire the knowledge and skills related to Emergency Medical Services (EMS) systems, including the roles and responsibilities of the Emergency Medical Responder (EMR).

Unit 12: Fire Protection Services

	1.	Investigate the history and roles of fire protection services.
	2.	Recognize the importance of the 911 and dispatch systems.
	3.	Examine methods and equipment used by fire protection services.
	4.	Prepare for search and rescue operations.

Unit 13: Emergency Management

	1.	Compare and contrast emergency management agencies at local, state, and national levels.
	2.	Demonstrate incident management skills in emergency situations.

Unit 14: Careers in the Military

	1.	Explore the five branches of the United States military.
	2.	Investigate available careers in the United States Military.
	3.	Demonstrate basic map-reading skills.

Appendix A: Unit References

All of the Law and Public Safety units use the same resources for each unit. You will find suggested resources listed below.

Unit 1

Inciardi, J. A. (2010). *Criminal justice*. Boston, MA: McGraw-Hill Higher Education.

Roberson, C., Wallace, H., & Stuckey, G. B. (2013). *Procedures in the justice system*. Upper Saddle River, NJ: Pearson Education.

Schmallegger, F. (2013). *Criminal justice today: An introductory text for the 21st century*. Upper Saddle River, NJ: Pearson Education.

Unit 2

Inciardi, J. A. (2010). *Criminal justice*. Boston, MA: McGraw-Hill Higher Education.

Job Shadow. (2012). *Read about your career options: Shadow real jobs online*. Retrieved from <http://www.jobshadow.com/>

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Roberson, C., Wallace, H., & Stuckey, G. B. (2013). *Procedures in the justice system*. Upper Saddle River, NJ: Pearson Education.

Schmallegger, F. (2013). *Criminal justice today: An introductory text for the 21st century*. Upper Saddle River, NJ: Pearson Education.

Virtual Job Shadow. (2012). *Interactive career exploration*. Retrieved from <http://www.virtualjobshadow.com/>

Unit 3

Inciardi, J. A. (2010). *Criminal justice*. Boston, MA: McGraw-Hill Higher Education.

Roberson, C., Wallace, H., & Stuckey, G. B. (2013). *Procedures in the justice system*. Upper Saddle River, NJ: Pearson Education.

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Seuderi, C. F. (2008). *Introduction to law & paralegal studies*. Boston, MA: McGraw-Hill.

Smart Songs. (2009, December 11). *Bill of Rights rap* [Video file]. Retrieved from <http://www.youtube.com/watch?v=tl6R1KD4E0>

Unit 4

Inciardi, J. A. (2010). *Criminal justice*. Boston, MA: McGraw-Hill Higher Education.

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TV Guide. (n.d.). *Watch Law & Order*. Retrieved from <http://www.tvguide.com/tvshows/law-order/100255>

Unit 5

Alarid, L. F., & Reichel, P. L. (2013). *Corrections*. Boston, MA: Pearson.

Allen, H. E., Latessa, E. J., & Ponder, B. S. (2013). *Corrections in America: An introduction*. Boston, MA: Pearson.

Worrall, J. L. (2013). *Criminal procedure*. Upper Saddle River, NJ: Pearson Education.

Unit 6

Burns, R. G. (2013). *Policing: A modular approach*. Boston, MA: Pearson.

Mississippi Law Research Institute. (2006). *Law enforcement*. Retrieved from <http://mlri.olemiss.edu/>

Unit 7

Burns, R. G. (2013). *Policing: A modular approach*. Boston, MA: Pearson.

Mississippi Law Research Institute. (2006). *Law enforcement*. Retrieved from <http://mlri.olemiss.edu/>

Unit 8

Burns, R. G. (2013). *Policing: A modular approach*. Boston, MA: Pearson.

Mississippi Law Research Institute. (2006). *Law enforcement*. Retrieved from <http://mlri.olemiss.edu/>

Swanson, C. R., Chamelin, N. C., & Territo, L. (2012). *Criminal investigation*. New York, NY: McGraw-Hill Higher Education.

Unit 9

Icove, D. J., DeHaan, J. D., & Haynes, G. A. (2013). *Forensic fire scene reconstruction*. Boston, MA: Pearson.

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Unit 10

Aehlert, B. (2009). *Emergency medical technician: EMT in action*. Boston, MA: McGraw-Hill.

Limmer, D., O'Keefe, M. F., & Dickinson, E. T. (2012). *Emergency care*. Boston, MA: Brady.

Unit 11

Hagen, J. D. (2006). *Interagency collaboration challenges among homeland security disciplines in urban areas*. Monterey, CA: Naval Postgraduate School.

U.S. Department of Transportation. (2012). *2012 emergency response guidebook for hazardous materials*. Retrieved from <http://phmsa.dot.gov/staticfiles/PHMSA/DownloadableFiles/Files/Hazmat/ERG2012.pdf>

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Clear Risk. (2010, October 18). *Example incident reports*. Retrieved from <http://www.clearrisk.com/risk-management-blog-0/?Tag=exampleincidentreports>

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Appendix B: Industry Standards

Board on Law Enforcement Officer Standards and Training (BLEOST)

Board on Law Enforcement Officer Standards and Training (BLEOST) Crosswalk for Law and Public Safety																
Units	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7	Unit 8	Unit 9	Unit 10	Unit 11	Unit 12	Unit 13	Unit 14		
BLEOST																
PK1.1 Patrol Operations			X		X	X	X				X					
PK1.1.1 History of the Criminal Justice System			X	X	X	X	X	X			X					
PK1.1.2 Ethics		X	X	X	X	X	X	X	X	X	X	X				
PK1.2 Basic Criminal Investigation				X		X	X	X		X	X					
PK1.3 Traffic				X	X		X	X	X	X	X					
PK1.4 Basic Law for Law Enforcement Officers			X	X	X		X		X			X				
PS2.1 Mechanics of Arrest			X	X	X	X	X	X			X					
PS2.2 Testimony in Court			X	X	X	X	X	X	X	X	X					
PS2.2.1 Courtroom Procedures and Techniques			X	X	X	X	X	X			X					
PS2.3 Firearms Training		X		X		X	X	X	X		X					
PS2.4 First Aid, HIV/AIDS Awareness and CPR		X		X		X	X	X	X	X	X	X	X			
PS2.5 Driver Training		X		X		X	X	X	X	X	X					
PS2.6 Administrative Time		X	X	X	X	X	X	X	X	X	X	X	X			

1 POLICE KNOWLEDGE

PK 1.1 Patrol Operations

PK1.1.1 History of the Criminal Justice System

PK1.1.2 Ethics

PK1.1.3 Law Enforcement Officer Rights

PK1.1.4 Police Image

PK1.1.5 Crime and its Prevention

PK1.1.6 Stop and Approach

PK1.1.7 Basic Radio Communications

PK1.1.8 Use of Force and Incident Reporting and Documentation

PK1.1.9 Service of Process

- PK1.1.10 Cultural Awareness and Human Relations
- PK1.1.11 Handling the Mentally Ill
- PK 1.2 Basic Criminal Investigation
 - PK1.2.1 Crime Scene and Forensic Services
 - PK1.2.2 Basic Investigative Matters
 - PK1.2.3 Narcotics Investigation
- PK 1.3 Traffic
 - PK1.3.1 Rules of the Road
 - PK1.3.2 DUI Law, Detection and Field Sobriety
 - PK1.3.3 Accident Investigation
 - PK1.3.4 Traffic Control and Roadblocks
 - PK1.3.5 Intoxilyzer
 - PK1.3.6 Radar
- PK 1.4 Basic Law for Law Enforcement Officers
 - PK1.4.1 Evidence, Arrest, Search and Seizure
 - PK1.4.2 Mississippi Criminal Statutes
 - PK1.4.3 Juvenile Law and Procedure
 - PK1.4.4 Civil Liability and Use of Force

2 POLICE SKILLS

- PS 2.1 Mechanics of Arrest
 - PS2.1.1 Physical Fitness and Conditioning
 - PS2.1.2 Subject Control Techniques
 - PS2.1.3 Officer Survival and Crisis Intervention
- PS 2.2 Testimony in Court
 - PS2.2.1 Courtroom Procedures and Techniques
 - PS2.2.2 Moot Court
- PS 2.3 Firearms Training
- PS 2.4 First Aid, HIV/AIDS Awareness and CPR
- PS 2.5 Driver Training
- PS 2.6 Administrative Time

~~National Emergency Medical Services (EMS) Educational Standards~~

National Emergency Medical Services (EMS) Educational Standards Crosswalk for Law and Public Safety																		
	Units	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7	Unit 8	Unit 9	Unit 10	Unit 11	Unit 12	Unit 13	Unit 14			
EMS																		
EMB1										X								
EMB2										X								
EMB3										X								
EMB4										X								
EMB6		X		X		X				X	X		X					
EMB8										X			X					
EMB9										X								
EMB11										X			X					
EMB12										X	X		X					
EMB13										X			X					
EMB14										X	X		X					

- ~~EMB1—Preparatory~~
- ~~EMB2—Anatomy and Physiology~~
- ~~EMB3—Medical Terminology~~
- ~~EMB4—Pathophysiology~~
- ~~EMB5—Life Span Development~~
- ~~EMB6—Public Health~~
- ~~EMB7—Pharmacology~~
- ~~EMB8—Airway Management, Respiration, and Artificial Ventilation~~
- ~~EMB9—Assessment~~
- ~~EMB10—Medicine~~
- ~~EMB11—Shock and Resuscitation~~
- ~~EMB12—Trauma~~
- ~~EMB13—Special Patient Populations~~
- ~~EMB14—EMS Operations~~

NFPA 1001: Standard for Fire Fighter Professional Qualifications, 2013 Edition

NFPA 1001: Standard for Fire Fighter Professional Qualifications, 2013 Edition Standards Crosswalk for Law and Public Safety																
	Units	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7	Unit 8	Unit 9	Unit 10	Unit 11	Unit 12	Unit 13	Unit 14	
NFPA 1001																
NFPA1.5.1											X					
NFPA1.5.2											X					
NFPA1.5.3											X					
NFPA1.5.4											X					
NFPA1.5.5											X					
NFPA2.6.1											X					
NFPA2.6.2											X					
NFPA2.6.3											X					
NFPA2.6.4											X					
NFPA2.6.5											X					

1. Fire Fighter I

- NFPA1.5.1 General
- NFPA1.5.2 Fire Department Communications
- NFPA1.5.3 Fireground Operations
- NFPA1.5.4 Rescue Operations
- NFPA1.5.5 Preparedness and Maintenance

2. Fire Fighter II

- NFPA2.6.1 General
- NFPA2.6.2 Fire Department Communications
- NFPA2.6.3 Fireground Operations
- NFPA2.6.4 Rescue Operations
- NFPA2.6.5 Fire and Life Safety Initiatives, Preparedness, and Maintenance

Appendix C: 21st Century Skills¹

21st Century Crosswalk for Law and Public Safety																		
	Units	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7	Unit 8	Unit 9	Unit 10	Unit 11	Unit 12	Unit 13	Unit 14			
21 st Century Standards																		
CS1		X	X	X	X	X	X			X	X	X	X	X	X			
CS2		X										X		X				
CS3		X	X	X	X	X	X	X	X	X	X	X	X	X				
CS4		X		X		X	X	X		X	X	X	X					
CS5											X		X					
CS6		X		X		X	X	X	X	X	X	X	X	X				
CS7		X	X	X	X	X	X	X	X	X	X	X	X	X				
CS8		X	X	X	X	X	X	X	X	X	X	X	X	X	X			
CS9		X	X	X	X	X	X	X	X	X	X	X	X	X				
CS10		X													X			
CS11		X	X	X	X	X	X	X	X	X	X	X	X	X				
CS12		X		X	X	X	X	X	X	X	X	X	X	X				
CS13		X		X	X	X	X	X	X	X	X	X	X	X				
CS14		X	X	X	X	X	X	X	X	X	X	X	X	X				
CS15		X	X	X	X	X	X	X	X	X	X	X	X	X				
CS16		X		X	X	X	X	X	X	X	X	X	X	X	X			

CSS1-21st Century Themes

CS1—Global Awareness

- 1.—Using 21st century skills to understand and address global issues
- 2.—Learning from and working collaboratively with individuals representing diverse cultures, religions, and lifestyles in a spirit of mutual respect and open dialogue in personal, work, and community contexts
- 3.—Understanding other nations and cultures, including the use of non-English languages

CS2—Financial, Economic, Business, and Entrepreneurial Literacy

- 1.—Knowing how to make appropriate personal economic choices
- 2.—Understanding the role of the economy in society
- 3.—Using entrepreneurial skills to enhance workplace productivity and career options

CS3—Civic Literacy

- 1.—Participating effectively in civic life through knowing how to stay informed and understanding governmental processes
- 2.—Exercising the rights and obligations of citizenship at local, state, national, and global levels
- 3.—Understanding the local and global implications of civic decisions

CS4—Health Literacy

- 1.—Obtaining, interpreting, and understanding basic health information and services and using such information and services in ways that enhance health
- 2.—Understanding preventive physical and mental health measures, including proper diet, nutrition, exercise, risk avoidance, and stress reduction

¹ 21st century skills. (n.d.). Washington, DC: Partnership for 21st Century Skills.

- ~~3. Using available information to make appropriate health-related decisions~~
- ~~4. Establishing and monitoring personal and family health goals~~
- ~~5. Understanding national and international public health and safety issues~~

~~CS5—Environmental Literacy~~

- ~~1. Demonstrate knowledge and understanding of the environment and the circumstances and conditions affecting it, particularly as relates to air, climate, land, food, energy, water, and ecosystems.~~
- ~~2. Demonstrate knowledge and understanding of society’s impact on the natural world (e.g., population growth, population development, resource consumption rate, etc.).~~
- ~~3. Investigate and analyze environmental issues, and make accurate conclusions about effective solutions.~~
- ~~4. Take individual and collective action toward addressing environmental challenges (e.g., participating in global actions, designing solutions that inspire action on environmental issues).~~

~~CSS2 Learning and Innovation Skills~~

~~CS6—Creativity and Innovation~~

- ~~1. Think Creatively~~
- ~~2. Work Creatively with Others~~
- ~~3. Implement Innovations~~

~~CS7—Critical Thinking and Problem Solving~~

- ~~1. Reason Effectively~~
- ~~2. Use Systems Thinking~~
- ~~3. Make Judgments and Decisions~~
- ~~4. Solve Problems~~

~~CS8—Communication and Collaboration~~

- ~~1. Communicate Clearly~~
- ~~2. Collaborate with Others~~

~~CSS3 Information, Media and Technology Skills~~

~~CS9—Information Literacy~~

- ~~1. Access and Evaluate Information~~
- ~~2. Use and Manage Information~~

~~CS10—Media Literacy~~

- ~~1. Analyze Media~~
- ~~2. Create Media Products~~

~~CS11—ICT Literacy~~

- ~~1. Apply Technology Effectively~~

~~CSS4 Life and Career Skills~~

~~CS12—Flexibility and Adaptability~~

- ~~1. Adapt to change~~
- ~~2. Be Flexible~~

~~CS13—Initiative and Self-Direction~~

- ~~1. Manage Goals and Time~~

- ~~2. Work Independently~~
- ~~3. Be Self-directed Learners~~
- ~~**CS14 Social and Cross-Cultural Skills**~~
 - ~~1. Interact Effectively with others~~
 - ~~2. Work Effectively in Diverse Teams~~
- ~~**CS15 Productivity and Accountability**~~
 - ~~1. Manage Projects~~
 - ~~2. Produce Results~~
- ~~**CS16 Leadership and Responsibility**~~
 - ~~1. Guide and Lead Others~~
 - ~~2. Be Responsible to Others~~

Appendix D: College and Career Ready Standards

English Standards											
	Units	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7	Unit 8	Unit 9	Unit 10
RL.9.1			x	x	x					x	x
RL.9.2			x	x	x					x	x
RL.9.3			x	x	x					x	x
RL.9.4				x				x	x		
RL.9.5			x		x			x	x		
RL.9.7			x								
RL.9.8			x								
RL.9.9		x									
RL.9.10		x		x			x	x			x
RL.9.10							x				x
RI.9.3		x		x			x				
RI.9.5		x									
RI.9.6		x	x		x	x					
RI.9.7						x		x			
RI.9.8				x				x			
RI.9.9				x							
W.9.1		x									
W.9.2		x									
W.9.3				x					x		x
W.9.4		x			x			x			x
W.9.5		x			x		x		x		
W.9.6			x		x		x		x		
W.9.7			x		x		x				x
W.9.8		x		x		x		x			x
W.9.9		x	x		x	x		x	x		x
W.9.10			x				x				x
SL.9.1		x					x				x
SL.9.2		x		x			x		x		x
SL.9.3		x		x	x		x	x	x	x	
SL.9.4		x		x		x		x			x
SL.9.5		x	x			x		x			x
SL.9.6		x		x			x			x	
L.9.1		x		x				x			
L.9.2		x			x				x		
L.9.3			x			x		x			x
L.9.4				x			x		x		x
L.9.5		x			x			x			x
L.9.6		x				x					x
RL.10.10		x			x			x		x	
RH.9-10.1				x			x			x	
RH.9-10.2				x		x					x
RH.9-10.3			x		x			x			x
RH.9-10.4				x			x		x		
RH.9-10.5			x		x		x				x
RH.9-10.6		x			x			x	x		
RH.9-10.7		x		x	x			x		x	
RH.9-10.8			x			x			x		x
RH.9-10.9			x		x			x			
RH.9-10.10						x	x	x			
RST.9-10.1		x	x	x					x		
RST.9-10.2				x		x			x		
RST.9-10.3		x			x			x			x
RST.9-10.4				x		x			x		
RST.9-10.5		x			x			x		x	
RST.9-10.6			x			x		x			x

RST.9-10.7		X			X		X		X		
RST.9-10.8				X		X		X		X	
RST.9-10.9		X			X			X			X
RST.9-10.10				X			X			X	X
WHST.9-10.1			X								
WHST.9-10.2					X		X		X		
WHST.9-10.3			X		X		X				X
WHST.9-10.4			X		X			X		X	
WHST.9-10.5				X			X				
WHST.9-10.6			X			X			X		
WHST.9-10.7		X	X				X				X
WHST.9-10.8		X			X			X		X	
WHST.9-10.9			X			X		X			X
WHST.9-10.10		X			X		X		X		
RL.11.1		X		X		X		X			X
RL.11.2		X			X			X		X	
RL.11.3				X			X				X
RL.11.4		X				X			X		
RL.11.5							X				X
RL.11.6		X		X			X			X	
RL.11.7			X			X			X		
RL.11.8		X				X			X		
RL.11.9			X		X			X			X
RL.11.10			X			X			X		
RI.11.3		X			X			X			X
RI.11.4		X		X			X		X		
RI.11.5			X			X		X			X
RI.11.6		X	X		X		X			X	
RI.11.7		X			X			X			
RI.11.8		X		X			X		X		
RI.11.9			X			X		X			
RI.11.10			X		X			X			
W.11.1			X		X			X			X
W.11.2			X			X			X		
W.11.3									X		
W.11.5						X			X	X	
W.11.6				X							
W.11.8		X				X					
W.11.10			X					X			
SL.11.1						X		X			
SL.11.2			X								
SL.11.3		X									
SL.11.4		X		X						X	X
SL.11.5							X				X
SL.11.6					X		X				
L.11.1			X			X					
L.11.2				X				X			
L.11.3								X		X	
L.11.4										X	
RL.12.10							X				X
RH.11-12.1				X							
RH.11-12.2		X									
RH.11-12.3						X			X		
RH.11-12.4			X								
RH.11-12.5					X				X		
RH.11-12.6				X			X				
RH.11-12.7											X

RH.11-12.8		X									
RH.11-12.9				X			X		X		
RH.11-12.10					X				X		
RST.11-12.1		X									
RST.11-12.2						X					
RST.11-12.3									X		
RST.11-12.4				X							
RST.11-12.5						X			X		
RST.11-12.6			X								
RST.X11-12.7				X							
RST.11-12.8							X				
RST.11-12.9			X								
RST.11-12.10									X		
WHST.11-12.1					X				X		
WHST.11-12.2			X								
WHST.11-12.6							X				
WHST.11-12.8		X									

English Standards										
	Units	Unit-11	Unit-12	Unit-13	Unit-14					
RL.9.1		X								
RL.9.2		X								
RL.9.3		X								
RL.9.6			X							
RL.9.7		X								
RL.9.8			X							
RL.9.9				X	X					
RI.9.3				X						
RI.9.7		X								
W.9.1			X							
W.9.3			X							
W.9.7		X		X						
L.9.1				X						
L.9.4		X								
RH.9-10.1			X							
RH.9-10.5		X								
RST.9-10.4			X							
RST.9-10.5				X						
RST.9-10.8		X								
RST.9-10.9			X							
WHST.9-10.6			X							
WHST.9-10.10				X						
RL.11.4		X								
RL.11.10				X						
RI.11.7			X							
W.11.3		X								
W.11.8				X						
L.11.2			X							
L.11.3			X							
RH.11-12.6				X						
RST.11-12.2				X						
RST.11-12.7		X								
WHST.11-12.6				X						
WHST.11-12.8		X								

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Reading Literature Key Ideas and Details

RL.9.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

RL.9.2 Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.

RL.9.3 Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.

Craft and Structure

RL.9.4 Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).

RL.9.5 Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.

RL.9.6 Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.

Integration of Knowledge and Ideas

RL.9.7 Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment (e.g., Auden's "Musée des Beaux-Arts" and Breughel's Landscape with the Fall of Icarus).

RL.9.8 Not applicable to literature.

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RL.9.9 Analyze how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare).

Range of Reading and Level of Text Complexity

RL.9.10 By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 9-10 text complexity band proficiently, with scaffolding as needed at the high end of the range.

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Reading Informational Text Key Ideas and Details

RI.9.3 Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.

Craft and Structure

RI.9.5 Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).

RI.9.6 Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.

Integration of Knowledge and Ideas

RI.9.7 Analyze various accounts of a subject told in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account.

RI.9.8 Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.

RI.9.9 Analyze seminal U.S. documents of historical and literary significance (e.g., Washington's Farewell Address, the Gettysburg Address, Roosevelt's Four Freedoms speech, King's "Letter from Birmingham Jail"); including how they address related themes and concepts.

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Writing Text Types and Purposes

W.9.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

W.9.1a Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.

W.9.1b Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.

W.9.1c Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.

W.9.1d Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

W.9.1e Provide a concluding statement or section that follows from and supports the argument presented.

W.9.2 Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

W.9.2a Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.

W.9.2b Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.

W.9.2c Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.

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W.9.2d Use precise language and domain-specific vocabulary to manage the complexity of the topic.

W.9.2e Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

W.9.2f Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

W.9.3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

W.9.3a Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.

W.9.3b Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.

W.9.3c Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.

W.9.3d Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.

W.9.3e Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

Production and Distribution of Writing

W.9.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

W.9.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 9–10.)

W.9.6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

Research to Build and Present Knowledge

W.9.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

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W.9.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

W.9.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.

W.9.9a Apply grades 9–10 Reading standards to literature (e.g., “Analyze how an author draws on and transforms source material in a specific work [e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare]”).

W.9.9b Apply grades 9–10 Reading standards to literary nonfiction (e.g., “Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning”).

Range of Writing

W.9.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audience.

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SL.9.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.

SL.9.1a Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.

SL.9.1b Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.

SL.9.1c Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.

SL.9.1d Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.

SL.9.2 Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.

SL.9.3 Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence. ———

Presentation of Knowledge and Ideas

SL.9.4 Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.

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SL.9.5 Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

SL.9.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grades 9–10 Language standards 1 and 3 for specific expectations.)

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Language

Conventions of Standard English

L.9.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

L.9.1a Use parallel structure.*

L.9.1b Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.

L.9.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

L.9.2a Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.

L.9.2b Use a colon to introduce a list or quotation.

L.9.2c Spell correctly

Knowledge of Language

- L.9.3 Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening
- L.9.3a Write and edit work so that it conforms to the guidelines in a style manual (e.g., MLA Handbook, Turabian's Manual for Writers) appropriate for the discipline and writing type.

Vocabulary Acquisition and Use

- L.9.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies.
- L.9.4a Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
- L.9.4b Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy).

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- L.9.4c Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology.
- L.9.4d Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
- L.9.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
- L.9.5a Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.
- L.9.5b Analyze nuances in the meaning of words with similar denotations.
- L.9.6 Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

College and Career Ready English II

Range of Reading and Level of Text Complexity

- RL.10.10 By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 9–10 text complexity band independently and proficiently.

Grades 9–10: Literacy in History/SS

Reading in History/Social Studies Key Ideas and Details

- RH.9–10.1 Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.
- RH.9–10.2 Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.
- RH.9–10.3 Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.

Craft and Structure

- RH.9–10.4 Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science.
- RH.9–10.5 Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.
- RH.9–10.6 Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.

Integration of Knowledge and Ideas

- RH.9–10.7 Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.
- RH.9–10.8 Assess the extent to which the reasoning and evidence in a text support the author's claims.
- RH.9–10.9 Compare and contrast treatments of the same topic in several primary and secondary sources.

Range of Reading and Level of Text Complexity

RH.9-10.10 By the end of grade 10, read and comprehend history/social studies texts in the grades 9–10 text complexity band independently and proficiently.

Grades 9–10: Literacy in Science and Technical Subjects

Reading in Science and Technical Subjects Key Ideas and Details

RST.9-10.1 Cite specific textual evidence to support analysis of science and technical texts, attending to the precise details of explanations or descriptions.

RST.9-10.2 Determine the central ideas or conclusions of a text; trace the text's explanation or depiction of a complex process, phenomenon, or concept; provide an accurate summary of the text.

RST.9-10.3 Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks, attending to special cases or exceptions defined in the text.

Craft and Structure

RST.9-10.4 Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 9–10 texts and topics.

RST.9-10.5 Analyze the structure of the relationships among concepts in a text, including relationships among key terms (e.g., force, friction, reaction force, energy).

RST.9-10.6 Analyze the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text, defining the question the author seeks to address.

Integration of Knowledge and Ideas

RST.9-10.7 Translate quantitative or technical information expressed in words in a text into visual form (e.g., a table or chart) and translate information expressed visually or mathematically (e.g., in an equation) into words.

RST.9-10.8 Assess the extent to which the reasoning and evidence in a text support the author's claim or a recommendation for solving a scientific or technical problem.

RST.9-10.9 Compare and contrast findings presented in a text to those from other sources (including their own experiments), noting when the findings support or contradict previous explanations or accounts.

Range of Reading and Level of Text Complexity

RST.9-10.10 By the end of grade 10, read and comprehend science/technical texts in the grades 9–10 text complexity band independently and proficiently.

Grades 9–10: Writing in History/SS, Science, and Technical Subjects

Writing Text Types and Purposes

WHST.9-10.1 Write arguments focused on discipline-specific content.

WHST.9-10.1a Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence.

WHST.9-10.1b Develop claim(s) and counterclaims fairly, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form and in a manner that anticipates the audience's knowledge level and concerns.

WHST.9-10.1c Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.

WHST.9-10.1d Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

WHST.9-10.1e Provide a concluding statement or section that follows from or supports the argument presented.

WHST.9-10.2 Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.

WHST.9-10.2a Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.

WHST.9-10.2b Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.

Grades 9-10

Writing in History/SS, Science, and Technical Subjects

WHST.9-10.2c Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among ideas and concepts.

WHST.9-10.2d Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers.

WHST.9-10.2e Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

WHST.9-10.2f Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

WHST.9-10.3 Not Applicable

Production and Distribution of Writing

WHST.9-10.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

WHST.9-10.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

WHST.9-10.6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

Research to Build and Present Knowledge

WHST.9-10.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

WHST.9-10.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

WHST.9-10.9 Draw evidence from informational texts to support analysis, reflection, and research.

Grades 9-10

Writing in History/SS, Science, and Technical Subjects

Range of Writing

WHST.9-10.10 Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

English III

Reading Literature Key Ideas and Details

RL.11.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

RL.11.2 Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.

RL.11.3 Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).

Craft and Structure

RL.11.4 Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.)

RL.11.5 Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.

RL.11.6 Analyze a case in which grasping a point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).

Integration of Knowledge and Ideas

RL.11.7 Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (Include at least one play by Shakespeare and one play by an American dramatist.)

RL.11.8 Not applicable to literature.

RL.11.9 Demonstrate knowledge of eighteenth-, nineteenth- and early twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics.

Range of Reading and Level of Text Complexity

RL.11.10 By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11-CCR text complexity band proficiently, with scaffolding as needed at the high end of the range.

English III

Reading Informational Text Key Ideas and Details

RI.11.3 Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.

Craft and Structure

RI.11.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10).

RI.11.5 Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.

RI.11.6 Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness or beauty of the text.

Integration of Knowledge and Ideas

RI.11.7 Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.

RI.11.8 Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning (e.g., in U.S. Supreme Court majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (e.g., The Federalist, presidential addresses).

RI.11.9 Analyze seventeenth-, eighteenth-, and nineteenth-century foundational U.S. documents of historical and literary significance (including the Declaration of Independence, the Preamble to the Constitution, the Bill of Rights, and Lincoln's Second Inaugural Address) for their themes, purposes, and rhetorical features.

Range of Reading and Level of Text Complexity

RI.11.10 By the end of grade 11, read and comprehend literary nonfiction in the grades 11-CCR text complexity band proficiently, with scaffolding as needed at the high end of the range.

English III

Writing

W.11.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

W.11.1a Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.

W.11.1b Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.

W.11.1c Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.

W.11.1d Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

W.11.1e Provide a concluding statement or section that follows from and supports the argument presented.

W.11.2 Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

W.11.2a Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.

English III

W.11.2b Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.

W.11.2c Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.

W.11.2d Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.

W.11.2e Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

W.11.2f Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

W.11.3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

W.11.3a Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.

W.11.3b Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.

W.11.3c Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution).

W.11.3d Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.

W.11.3e Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

Production and Distribution of Writing

W.11.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

English III

W.11.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11–12.)

W.11.6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

Research to Build and Present Knowledge

W.11.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

W.11.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.

W.11.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.

W.11.9a Apply grades 11–12 Reading standards to literature (e.g., “Demonstrate knowledge of eighteenth-, nineteenth- and early twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics”).

W.11.9b Apply grades 11–12 Reading standards to literary nonfiction (e.g., “Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning [e.g., in U.S. Supreme Court Case majority opinions and dissents] and the premises, purposes, and arguments in works of public advocacy [e.g., The Federalist, presidential addresses]”).

Range of Writing

W.11.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

English III

Speaking and Listening

Comprehension and Collaboration

SL.11.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on grades 11–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.

SL.11.1a Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.

SL.11.1b Work with peers to promote civil, democratic discussions and decision making, set clear goals and deadlines, and establish individual roles as needed.

SL.11.1c Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.

SL.11.1d Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.

SL.11.2 Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.

SL.11.3 Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.

Presentation of Knowledge and Ideas

SL.11.4 Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.

English III

- SL.11.5 Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.
- SL.11.6 Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. (See grades 11–12 Language standards 1 and 3 for specific expectations.)

English III

Language

Conventions of Standard English

- L.11.1a Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.
- L.11.1b Resolve issues of complex or contested usage, consulting references (e.g., Merriam-Webster's Dictionary of English Usage, Garner's Modern American Usage) as needed.
- L.11.2a Observe hyphenation conventions.
- L.11.3a Vary syntax for effect, consulting references (e.g., Tufte's Artful Sentences) for guidance as needed; apply an understanding of syntax to the study of complex texts when reading. —

Vocabulary Acquisition and Use

- L.11.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, choosing flexibly from a range of strategies.
- L.11.4b Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., conceive, conception, conceivable).

English IV

Range of Reading and Level of Text Complexity

- RL.12.10 By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 11–CCR text complexity band independently and proficiently.

Grades 11–12: Literacy in History/SS

Reading in History/Social Studies Key Ideas and Details

- RH.11–12.1 Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.
- RH.11–12.2 Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.
- RH.11–12.3 Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain. Craft and Structure
- RH.11–12.4 Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g., how Madison defines faction in Federalist No. 10).
- RH.11–12.5 Analyze in detail how a complex primary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole.
- RH.11–12.6 Evaluate authors' differing points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence. Integration of Knowledge and Ideas
- Rh.11–12.7 Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.
- RH.11–12.8 Evaluate an author's premises, claims, and evidence by corroborating or challenging them with other information.
- RH.11–12.9 Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources. Range of Reading and Level of Text Complexity
- RH.11–12.10 By the end of grade 12, read and comprehend history/social studies texts in the grades 11–CCR text complexity band independently and proficiently.

Grades 11–12: Literacy in Science and Technical Subjects

Reading in Science and Technical Subjects: Key Ideas and Details

RST.11–12.1 Cite specific textual evidence to support analysis of science and technical texts, attending to important distinctions the author makes and to any gaps or inconsistencies in the account.

RST.11–12.2 Determine the central ideas or conclusions of a text; summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms.

RST.11–12.3 Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks; analyze the specific results based on explanations in the text.

Craft and Structure

RST.11–12.4 Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 11–12 texts and topics.

RST.11–12.5 Analyze how the text structures information or ideas into categories or hierarchies, demonstrating understanding of the information or ideas.

RST.11–12.6 Analyze the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text, identifying important issues that remain unresolved.

RST.11–12.7 Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem.

RST.11–12.8 Evaluate the hypotheses, data, analysis, and conclusions in a science or technical text, verifying the data when possible and corroborating or challenging conclusions with other sources of information.

RST.11–12.9 Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.

Range of Reading and Level of Text Complexity

RST.11–12.10 Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.

Grades 11–12: Writing I History/SS, Science and Technical Subjects

Writing

Text Types and Purposes

WHST.11–12.1a Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences the claim(s), counterclaims, reasons, and evidence.

WHST.11–12.1b Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form that anticipates the audience's knowledge level, concerns, values, and possible biases.

WHST.11–12.1c Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.

WHST.11–12.2a Introduce a topic and organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.

Grades 11–12: Writing I History/SS, Science and Technical Subjects

WHST.11–12.2d Use precise language, domain-specific vocabulary and techniques such as metaphor, simile, and analogy to manage the complexity of the topic; convey a knowledgeable stance in a style that responds to the discipline and context as well as to the expertise of likely readers.

Production and Distribution of Writing

~~WHST.11-12.6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.~~

~~WHST.11-12.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas; avoiding plagiarism and overreliance on any one source and following a standard format for citation.~~

Appendix D: College and Career Ready Standards

Mathematics Standards											
	Units	Unit-1	Unit-2	Unit-3	Unit-4	Unit-5	Unit-6	Unit-7	Unit-8	Unit-9	Unit-10
N-Q.1				X		X		X			
N-Q.2				X		X		X			
N-Q.3				X		X		X			
A-SSE.2						X					
A-SSE.3						X					
A-REI.3						X					
A-REI.7								X			
F-IF.5						X		X			
F-IF.6						X		X			
F-IF.7						X					
F-BF.1						X					
F-BF.2						X					
8.SP.1						X					
S-ID.1						X					
S-ID.2						X					
S-ID.3						X					
S-ID.4						X					
S-ID.5						X					
S-ID.6						X					
N-CN.1						X					
N-CN.2						X					

Mathematics Standards

	Units	Unit-11	Unit-12	Unit-13	Unit-14						
N-Q.1		X									
N-Q.2		X									
N-Q.3		X									
8.EE.8		X									
A-SSE.1		X									
A-SSE.2		X									
A-SSE.3		X									
A-SSE.4		X									
A-CED.1		X									
A-CED.2		X									
A-CED.3		X									
A-CED.4		X									
A-REI.3		X									
F-IF.1		X									
F-IF.2		X									
F-IF.5		X									
F-IF.6		X									
F-BF.1		X									
G-MG.1		X									
G-MG.2		X									
G-MG.3		X									
N-CN.1		X									
N-CN.2		X									

Number and Quantity

Reason quantitatively and use units to solve problems

N-Q.1 Use units as a way to understand problems and to guide the solution of multi-step problems; choose and interpret units consistently in formulas; choose and interpret the scale and the origin in graphs and data displays.*

N-Q.2 Define appropriate quantities for the purpose of descriptive modeling.*

N-Q.3 Choose a level of accuracy appropriate to limitations on measurement when reporting quantities.*

Algebra

Analyze and solve linear equations and pairs of simultaneous linear equations

8.EE.8 Analyze and solve pairs of simultaneous linear equations:

- Understand that solutions to a system of two linear equations in two variables correspond to points of intersection of their graphs, because points of intersection satisfy both equations simultaneously.
- Solve systems of two linear equations in two variables algebraically, and estimate solutions by graphing the equations. Solve simple cases by inspection. For example, $3x + 2y = 5$ and $3x + 2y = 6$ have no solution because $3x + 2y$ cannot simultaneously be 5 and 6.
- Solve real-world and mathematical problems leading to two linear equations in two variables. For example, given coordinates for two pairs of points, determine whether the line through the first pair of points intersects the line through the second pair.

Interpret the structure of expressions

A-SSE.1 Interpret expressions that represent a quantity in terms of its context.*

- Interpret parts of an expression, such as terms, factors, and coefficients.
- Interpret complicated expressions by viewing one or more of their parts as a single entity. For example, interpret $P(1+r)^n$ as the product of P and a factor not depending on P .

~~A-SSE.3 Choose and produce an equivalent form of an expression to reveal and explain properties of the quantity represented by the expression.*
e. Use the properties of exponents to transform expressions for exponential functions. For example the expression $1.15t$ can be rewritten as $[1.151/12]^{12t} \approx 1.01212t$ to reveal the approximate equivalent monthly interest rate if the annual rate is 15%.~~

Creating equations that describe numbers or relationships

~~A-CED.1 Create equations and inequalities in one variable and use them to solve problems. Include equations arising from linear and quadratic functions, and simple rational and exponential functions.*
A-CED.2 Create equations in two or more variables to represent relationships between quantities; graph equations on coordinate axes with labels and scales.*
A-CED.3 Represent constraints by equations or inequalities, and by systems of equations and/or inequalities, and interpret solutions as viable or non-viable options in a modeling context. For example, represent inequalities describing nutritional and cost constraints on combinations of different foods.*
A-CED.4 Rearrange formulas to highlight a quantity of interest, using the same reasoning as in solving equations. For example, rearrange Ohm's law $V = IR$ to highlight resistance R .*~~

Solve equations and inequalities in one variable

~~A-REI.3 Solve linear equations and inequalities in one variable, including equations with coefficients represented by letters.~~

Solve systems of equations

~~A-REI.5 Prove that, given a system of two equations in two variables, replacing one equation by the sum of that equation and a multiple of the other produces a system with the same solutions.
A-REI.6 Solve systems of linear equations exactly and approximately (e.g., with graphs), focusing on pairs of linear equations in two variables.~~

Represent and solve equations and inequalities graphically

~~A-REI.10 Understand that the graph of an equation in two variables is the set of all its solutions plotted in the coordinate plane, often forming a curve (which could be a line).
A-REI.11 Explain why the x -coordinates of the points where the graphs of the equations $y = f(x)$ and $y = g(x)$ intersect are the solutions of the equation $f(x) = g(x)$; find the solutions approximately, e.g., using technology to graph the functions, make tables of values, or find successive approximations. Include cases where $f(x)$ and/or $g(x)$ are linear, polynomial, rational, absolute value, exponential, and logarithmic functions.*
A-REI.12 Graph the solutions to a linear inequality in two variables as a half plane (excluding the boundary in the case of a strict inequality), and graph the solution set to a system of linear inequalities in two variables as the intersection of the corresponding half-planes.~~

Functions

Define, evaluate, and compare functions

~~8.F.1 Understand that a function is a rule that assigns to each input exactly one output. The graph of a function is the set of ordered pairs consisting of an input and the corresponding output. †
8.F.2 Compare properties of two functions each represented in a different way (algebraically, graphically, numerically in tables, or by verbal descriptions). For example, given a linear function represented by a table of values and a linear function represented by an algebraic expression, determine which function has the greater rate of change.
8.F.3 Interpret the equation $y = mx + b$ as defining a linear function, whose graph is a straight line; give examples of functions that are not linear. For example, the function $A = s^2$ giving the area of a square as a function of its side length is not linear because its graph contains the points (1,1), (2,4) and (3,9), which are not on a straight line.~~

Use functions to model relationships between quantities

~~8.F.4 Construct a function to model a linear relationship between two quantities. Determine the rate of change and initial value of the function from a description of a relationship or from two (x, y) values;~~

including reading these from a table or from a graph. Interpret the rate of change and initial value of a linear function in terms of the situation it models, and in terms of its graph or a table of values.

8.F.5 Describe qualitatively the functional relationship between two quantities by analyzing a graph (e.g., where the function is increasing or decreasing, linear or nonlinear). Sketch a graph that exhibits the qualitative features of a function that has been described verbally.

Understand the concept of a function and use function notation

F-IF.1 Understand that a function from one set (called the domain) to another set (called the range) assigns to each element of the domain exactly one element of the range. If f is a function and x is an element of its domain, then $f(x)$ denotes the output of f corresponding to the input x . The graph of f is the graph of the equation $y = f(x)$.

F-IF.2 Use function notation, evaluate functions for inputs in their domains, and interpret statements that use function notation in terms of a context.

F-IF.3 Recognize that sequences are functions, sometimes defined recursively, whose domain is a subset of the integers. For example, the Fibonacci sequence is defined recursively by $f(0) = f(1) = 1$, $f(n+1) = f(n) + f(n-1)$ for $n \geq 1$.

Interpret functions that arise in applications in terms of the context

F-IF.4 For a function that models a relationship between two quantities, interpret key features of graphs and tables in terms of the quantities, and sketch graphs showing key features given a verbal description of the relationship. Key features include: intercepts; intervals where the function is increasing, decreasing, positive, or negative; relative maximums and minimums; symmetries; end behavior; and periodicity.*

F-IF.5 Relate the domain of a function to its graph and, where applicable, to the quantitative relationship it describes. For example, if the function $h(n)$ gives the number of person-hours it takes to assemble n engines in a factory, then the positive integers would be an appropriate domain for the function.*

F-IF.6 Calculate and interpret the average rate of change of a function (presented symbolically or as a table) over a specified interval. Estimate the rate of change from a graph.* Analyze functions using different representations Supporting

F-IF.7 Graph functions expressed symbolically and show key features of the graph, by hand in simple cases and using technology for more complicated cases.* a. Graph linear and quadratic functions and show intercepts, maxima, and minima.

F-IF.9 Compare properties of two functions each represented in a different way (algebraically, graphically, numerically in tables, or by verbal descriptions). For example, given a graph of one quadratic function and an algebraic expression for another, say which has the larger maximum.

Build a function that models a relationship between two quantities

F-BF.1 Write a function that describes a relationship between two quantities.* a. Determine an explicit expression, a recursive process, or steps for calculation from a context.

F-BF.2 Write arithmetic and geometric sequences both recursively and with an explicit formula, use them to model situations, and translate between the two forms.*

Construct and compare linear, quadratic, and exponential models and solve problems

F-LE.1 Distinguish between situations that can be modeled with linear functions and with exponential functions.*

a. Prove that linear functions grow by equal differences over equal intervals and that exponential functions grow by equal factors over equal intervals.

b. Recognize situations in which one quantity changes at a constant rate per unit interval relative to another.

c. Recognize situations in which a quantity grows or decays by a constant percent rate per unit interval relative to another.

F-LE.2 Construct linear and exponential functions, including arithmetic and geometric sequences, given a graph, a description of a relationship, or two input-output pairs (include reading these from a table).*

F-LE.3 Observe using graphs and tables that a quantity increasing exponentially eventually exceeds a quantity increasing linearly, quadratically, or (more generally) as a polynomial function.* Interpret expressions for functions in terms of the situation they model Supporting

F-LE.5 Interpret the parameters in a linear or exponential function in terms of a context.*

Geometry

Understand and apply the Pythagorean Theorem

8.G.6 Explain a proof of the Pythagorean Theorem and its converse.

8.G.7 Apply the Pythagorean Theorem to determine unknown side lengths in right triangles in real-world and mathematical problems in two and three dimensions.

8.G.8 Apply the Pythagorean Theorem to find the distance between two points in a coordinate system.

Experiment with transformations in the plane

G-CO.1 Know precise definitions of angle, circle, perpendicular line, parallel line, and line segment, based on the undefined notions of point, line, distance along a line, and distance around a circular arc.

G-CO.2 Represent transformations in the plane using, e.g., transparencies and geometry software; describe transformations as functions that take points in the plane as inputs and give other points as outputs. Compare transformations that preserve distance and angle to those that do not (e.g., translation versus horizontal stretch).

G-CO.3 Given a rectangle, parallelogram, trapezoid, or regular polygon, describe the rotations and reflections that carry it onto itself.

G-CO.4 Develop definitions of rotations, reflections, and translations in terms of angles, circles, perpendicular lines, parallel lines, and line segments.

G-CO.5 Given a geometric figure and a rotation, reflection, or translation, draw the transformed figure using, e.g., graph paper, tracing paper, or geometry software. Specify a sequence of transformations that will carry a given figure onto another.

Understand congruence in terms of rigid motions

G-CO.6 Use geometric descriptions of rigid motions to transform figures and to predict the effect of a given rigid motion on a given figure; given two figures, use the definition of congruence in terms of rigid motions to decide if they are congruent.

G-CO.7 Use the definition of congruence in terms of rigid motions to show that two triangles are congruent if and only if corresponding pairs of sides and corresponding pairs of angles are congruent.

G-CO.8 Explain how the criteria for triangle congruence (ASA, SAS, and SSS) follow from the definition of congruence in terms of rigid motions.

Prove geometric theorems

G-CO.9 Prove theorems about lines and angles. Theorems include: vertical angles are congruent; when a transversal crosses parallel lines, alternate interior angles are congruent and corresponding angles are congruent; points on a perpendicular bisector of a line segment are exactly those equidistant from the segment's endpoints.

G-CO.10 Prove theorems about triangles. Theorems include: measures of interior angles of a triangle sum to 180; base angles of isosceles triangles are congruent; the segment joining midpoints of two sides of a triangle is parallel to the third side and half the length; the medians of a triangle meet at a point.

G-CO.11 Prove theorems about parallelograms. Theorems include: opposite sides are congruent, opposite angles are congruent, the diagonals of a parallelogram bisect each other, and conversely, rectangles are parallelograms with congruent diagonals.

Statistics and Probability

Investigate patterns of association in bivariate data

8.SP.1 Construct and interpret scatter plots for bivariate measurement data to investigate patterns of association between two quantities. Describe patterns such as clustering, outliers, positive or negative association, linear association, and nonlinear association.

8.SP.2 Know that straight lines are widely used to model relationships between two quantitative variables. For scatter plots that suggest a linear association, informally fit a straight line, and informally assess the model fit by judging the closeness of the data points to the line.

8.SP.3 Use the equation of a linear model to solve problems in the context of bivariate measurement data, interpreting the slope and intercept. For example, in a linear model for a biology experiment, interpret a slope of 1.5 cm/hr as meaning that an additional hour of sunlight each day is associated with an additional 1.5 cm in mature plant height.

8.SP.4 Understand that patterns of association can also be seen in bivariate categorical data by displaying frequencies and relative frequencies in a two-way table. Construct and interpret a two-way table summarizing data on two categorical variables collected from the same subjects. Use relative frequencies calculated for rows or columns to describe possible association between the two variables. For example, collect data from students in your class on whether or not they have a curfew on school nights and whether or not they have assigned chores at home. Is there evidence that those who have a curfew also tend to have chores?

Summarize, represent, and interpret data on a single count or measurement variable

- S-ID.1 Represent data with plots on the real number line (dot plots, histograms, and box plots).*
- S-ID.2 Use statistics appropriate to the shape of the data distribution to compare center (median, mean) and spread (interquartile range, standard deviation) of two or more different data sets.*
- S-ID.3 Interpret differences in shape, center, and spread in the context of the data sets, accounting for possible effects of extreme data points (outliers).*

Summarize, represent, and interpret data on two categorical and quantitative variables

- S-ID.5 Summarize categorical data for two categories in two-way frequency tables. Interpret relative frequencies in the context of the data (including joint, marginal, and conditional relative frequencies). Recognize possible associations and trends in the data.*
- S-ID.6 Represent data on two quantitative variables on a scatter plot, and describe how the variables are related.*
 - a. Fit a function to the data; use functions fitted to data to solve problems in the context of the data. Use given functions or choose a function suggested by the context. Emphasize linear, quadratic, and exponential models.
 - e. Fit a linear function for a scatter plot that suggests a linear association.

Interpret linear models

- S-ID.7 Interpret the slope (rate of change) and the intercept (constant term) of a linear model in the context of the data.*
- S-ID.8 Compute (using technology) and interpret the correlation coefficient of a linear fit.*
- S-ID.9 Distinguish between correlation and causation.*

Algebra I

Number and Quantity

Use properties of rational and irrational numbers

- N-RN.3 Explain why the sum or product of two rational numbers is rational; that the sum of a rational number and an irrational number is irrational; and that the product of a nonzero rational number and an irrational number is irrational.

Reason quantitatively and use units to solve problems

- N-Q.1 Use units as a way to understand problems and to guide the solution of multi-step problems; choose and interpret units consistently in formulas; choose and interpret the scale and the origin in graphs and data displays.*
- N-Q.2 Define appropriate quantities for the purpose of descriptive modeling.*
- N-Q.3 Choose a level of accuracy appropriate to limitations on measurement when reporting quantities.*

Algebra

Interpret the structure of expressions

- A-SSE.1 Interpret expressions that represent a quantity in terms of its context.*
 - a. Interpret parts of an expression, such as terms, factors, and coefficients.
 - b. Interpret complicated expressions by viewing one or more of their parts as a single entity. For example, interpret $P(1+r)^n$ as the product of P and a factor not depending on P .
- A-SSE.2 Use the structure of an expression to identify ways to rewrite it. For example, see $x^4 - y^4$ as $(x^2)^2 - (y^2)^2$ thus recognizing it as a difference of squares that can be factored as $(x^2 - y^2)(x^2 + y^2)$.

Write expressions in equivalent forms to solve problems

- A-SSE.3 Choose and produce an equivalent form of an expression to reveal and explain properties of the quantity represented by the expression.*
- Factor a quadratic expression to reveal the zeros of the function it defines.
 - Complete the square in a quadratic expression to reveal the maximum or minimum value of the function it defines.
 - Use the properties of exponents to transform expressions for exponential functions. For example the expression $1.15t$ can be rewritten as $[1.151/12]^{12t} \approx 1.01212t$ to reveal the approximate equivalent monthly interest rate if the annual rate is 15%.

Algebra I

Perform arithmetic operations on polynomials

- A-APR.1 Understand that polynomials form a system analogous to the integers, namely, they are closed under the operations of addition, subtraction, and multiplication; add, subtract, and multiply polynomials.

Understand the relationship between zeros and factors of polynomials

- A-APR.3 Identify zeros of polynomials when suitable factorizations are available, and use the zeros to construct a rough graph of the function defined by the polynomial.

Create equations that describe numbers or relationships

- A-CED.1 Create equations and inequalities in one variable and use them to solve problems. Include equations arising from linear and quadratic functions, and simple rational and exponential functions.*
- A-CED.2 Create equations in two or more variables to represent relationships between quantities; graph equations on coordinate axes with labels and scales.*
- A-CED.3 Represent constraints by equations or inequalities, and by systems of equations and/or inequalities, and interpret solutions as viable or non-viable options in a modeling context. For example, represent inequalities describing nutritional and cost constraints on combinations of different foods.*
- A-CED.4 Rearrange formulas to highlight a quantity of interest, using the same reasoning as in solving equations. For example, rearrange Ohm's law $V = IR$ to highlight resistance R .*

Understand solving equations as a process of reasoning and explain the reasoning

- A-REI.1 Explain each step in solving a simple equation as following from the equality of numbers asserted at the previous step, starting from the assumption that the original equation has a solution. Construct a viable argument to justify a solution method.

Solve equations and inequalities in one variable

- A-REI.3 Solve linear equations and inequalities in one variable, including equations with coefficients represented by letters.
- A-REI.4 Solve quadratic equations in one variable.
- Use the method of completing the square to transform any quadratic equation in x into an equation of the form $(x - p)^2 = q$ that has the same solutions. Derive the quadratic formula from this form.
 - Solve quadratic equations by inspection (e.g., for $x^2 = 49$), taking square roots, completing the square, the quadratic formula and factoring, as appropriate to the initial form of the equation. Recognize when the quadratic formula gives complex solutions and write them as $a ± bi$ for real numbers a and b .

Algebra I

Solve systems of equations

- A-REI.5 Prove that, given a system of two equations in two variables, replacing one equation by the sum of that equation and a multiple of the other produces a system with the same solutions.
- A-REI.6 Solve systems of linear equations exactly and approximately (e.g., with graphs), focusing on pairs of linear equations in two variables.

Represent and solve equations and inequalities graphically

- A-REI.10 Understand that the graph of an equation in two variables is the set of all its solutions plotted in the coordinate plane, often forming a curve (which could be a line).

A-REI.11 Explain why the x -coordinates of the points where the graphs of the equations $y = f(x)$ and $y = g(x)$ intersect are the solutions of the equation $f(x) = g(x)$; find the solutions approximately, e.g., using technology to graph the functions, make tables of values, or find successive approximations. Include cases where $f(x)$ and/or $g(x)$ are linear, polynomial, rational, absolute value, exponential, and logarithmic functions.*

A-REI.12 Graph the solutions to a linear inequality in two variables as a half plane (excluding the boundary in the case of a strict inequality), and graph the solution set to a system of linear inequalities in two variables as the intersection of the corresponding half planes.

Functions

Understand the concept of a function and use function notation

F-IF.1 Understand that a function from one set (called the domain) to another set (called the range) assigns to each element of the domain exactly one element of the range. If f is a function and x is an element of its domain, then $f(x)$ denotes the output of f corresponding to the input x . The graph of f is the graph of the equation $y = f(x)$.

F-IF.2 Use function notation, evaluate functions for inputs in their domains, and interpret statements that use function notation in terms of a context.

F-IF.3 Recognize that sequences are functions, sometimes defined recursively, whose domain is a subset of the integers. For example, the Fibonacci sequence is defined recursively by $f(0) = f(1) = 1$, $f(n+1) = f(n) + f(n-1)$ for $n \geq 1$.

Interpret functions that arise in applications in terms of the context

F-IF.4 For a function that models a relationship between two quantities, interpret key features of graphs and tables in terms of the quantities, and sketch graphs showing key features given a verbal description of the relationship. Key features include: intercepts; intervals where the function is increasing, decreasing, positive, or negative; relative maximums and minimums; symmetries; end behavior; and periodicity.*

F-IF.5 Relate the domain of a function to its graph and, where applicable, to the quantitative relationship it describes. For example, if the function $h(n)$ gives the number of person-hours it takes to assemble n engines in a factory, then the positive integers would be an appropriate domain for the function.*

F-IF.6 Calculate and interpret the average rate of change of a function (presented symbolically or as a table) over a specified interval. Estimate the rate of change from a graph.*

Algebra I

Analyze functions using different representations

F-IF.7 Graph functions expressed symbolically and show key features of the graph, by hand in simple cases and using technology for more complicated cases.*

a. Graph linear and quadratic functions and show intercepts, maxima, and minima.

b. Graph square root, cube root, and piecewise defined functions, including step functions and absolute value functions.

F-IF.8 Write a function defined by an expression in different but equivalent forms to reveal and explain different properties of the function:

a. Use the process of factoring and completing the square in a quadratic function to show zeros, extreme values, and symmetry of the graph, and interpret these in terms of a context.

F-IF.9 Compare properties of two functions each represented in a different way (algebraically, graphically, numerically in tables, or by verbal descriptions). For example, given a graph of one quadratic function and an algebraic expression for another, say which has the larger maximum. B

Build a function that models a relationship between two quantities

F-BF.1 Write a function that describes a relationship between two quantities.*

a. Determine an explicit expression, a recursive process, or steps for calculation from a context.

Build new functions from existing functions

F-BF.3 Identify the effect on the graph of replacing $f(x)$ by $f(x) + k$, $k f(x)$, $f(kx)$, and $f(x + k)$ for specific values of k (both positive and negative); find the value of k given the graphs. Experiment with cases and illustrate an explanation of the effects on the graph using technology. Include recognizing even and odd functions from their graphs and algebraic expressions for them

Construct and compare linear, quadratic, and exponential models and solve problems

F-LE.1 Distinguish between situations that can be modeled with linear functions and with exponential functions.*

a. Prove that linear functions grow by equal differences over equal intervals and that exponential functions grow by equal factors over equal intervals.

b. Recognize situations in which one quantity changes at a constant rate per unit interval relative to another.

c. Recognize situations in which a quantity grows or decays by a constant percent rate per unit interval relative to another.

F-LE.2 Construct linear and exponential functions, including arithmetic and geometric sequences, given a graph, a description of a relationship, or two input-output pairs (include reading these from a table).*

F-LE.3 Observe using graphs and tables that a quantity increasing exponentially eventually exceeds a quantity increasing linearly, quadratically, or (more generally) as a polynomial function.*

Algebra I

Interpret expressions for functions in terms of the situation they model

F-LE.5 Interpret the parameters in a linear or exponential function in terms of a context.*

Statistics and Probability *

Summarize, represent, and interpret data on a single count or measurement variable

S-ID.1 Represent data with plots on the real number line (dot plots, histograms, and box plots).*

S-ID.2 Use statistics appropriate to the shape of the data distribution to compare center (median, mean) and spread (interquartile range, standard deviation) of two or more different data sets.*

S-ID.3 Interpret differences in shape, center, and spread in the context of the data sets, accounting for possible effects of extreme data points (outliers).*

Summarize, represent, and interpret data on two categorical and quantitative variables

S-ID.5 Summarize categorical data for two categories in two-way frequency tables. Interpret relative frequencies in the context of the data (including joint, marginal, and conditional relative frequencies). Recognize possible associations and trends in the data.*

S-ID.6 Represent data on two quantitative variables on a scatter plot, and describe how the variables are related.*

a. Fit a function to the data; use functions fitted to data to solve problems in the context of the data. Use given functions or choose a function suggested by the context. Emphasize linear, quadratic, and exponential models.

b. Informally assess the fit of a function by plotting and analyzing residuals.

c. Fit a linear function for a scatter plot that suggests a linear association.

S-ID.7 Interpret the slope (rate of change) and the intercept (constant term) of a linear model in the context of the data.*

S-ID.8 Compute (using technology) and interpret the correlation coefficient of a linear fit.*

S-ID.9 Distinguish between correlation and causation.*

Interpret linear models

S-ID.7 Interpret the slope (rate of change) and the intercept (constant term) of a linear model in the context of the data.*

S-ID.8 Compute (using technology) and interpret the correlation coefficient of a linear fit.*

S-ID.9 Distinguish between correlation and causation.*

Geometry Course

Geometry

Experiment with transformations in the plane

G-CO.1 Know precise definitions of angle, circle, perpendicular line, parallel line, and line segment, based on the undefined notions of point, line, distance along a line, and distance around a circular arc.

G-CO.2 Represent transformations in the plane using, e.g., transparencies and geometry software; describe transformations as functions that take points in the plane as inputs and give other points as outputs.

Compare transformations that preserve distance and angle to those that do not (e.g., translation versus horizontal stretch).

G-CO.3 Given a rectangle, parallelogram, trapezoid, or regular polygon, describe the rotations and reflections that carry it onto itself.

G-CO.4 Develop definitions of rotations, reflections, and translations in terms of angles, circles, perpendicular lines, parallel lines, and line segments.

G-CO.5 Given a geometric figure and a rotation, reflection, or translation, draw the transformed figure using, e.g., graph paper, tracing paper, or geometry software. Specify a sequence of transformations that will carry a given figure onto another.

Understand congruence in terms of rigid motions

G-CO.6 Use geometric descriptions of rigid motions to transform figures and to predict the effect of a given rigid motion on a given figure; given two figures, use the definition of congruence in terms of rigid motions to decide if they are congruent.

G-CO.7 Use the definition of congruence in terms of rigid motions to show that two triangles are congruent if and only if corresponding pairs of sides and corresponding pairs of angles are congruent.

G-CO.8 Explain how the criteria for triangle congruence (ASA, SAS, and SSS) follow from the definition of congruence in terms of rigid motions.

Prove geometric theorems

G-CO.9 Prove theorems about lines and angles. Theorems include: vertical angles are congruent; when a transversal crosses parallel lines, alternate interior angles are congruent and corresponding angles are congruent; points on a perpendicular bisector of a line segment are exactly those equidistant from the segment's endpoints.

G-CO.10 Prove theorems about triangles. Theorems include: measures of interior angles of a triangle sum to 180; base angles of isosceles triangles are congruent; the segment joining midpoints of two sides of a triangle is parallel to the third side and half the length; the medians of a triangle meet at a point.

G-CO.11 Prove theorems about parallelograms. Theorems include: opposite sides are congruent, opposite angles are congruent, the diagonals of a parallelogram bisect each other, and conversely, rectangles are parallelograms with congruent diagonals.

Geometry Course

Make geometric constructions

G-CO.12 Make formal geometric constructions with a variety of tools and methods (compass and straightedge, string, reflective devices, paper folding, dynamic geometric software, etc.). Copying a segment; copying an angle; bisecting a segment; bisecting an angle; constructing perpendicular lines, including the perpendicular bisector of a line segment; and constructing a line parallel to a given line through a point not on the line.

G-CO.13 Construct an equilateral triangle, a square, and a regular hexagon inscribed in a circle.

Understand similarity in terms of similarity transformations

G-SRT.1 Verify experimentally the properties of dilations given by a center and a scale factor:

a. A dilation takes a line not passing through the center of the dilation to a parallel line, and leaves a line passing through the center unchanged.

b. The dilation of a line segment is longer or shorter in the ratio given by the scale factor.

G-SRT.2 Given two figures, use the definition of similarity in terms of similarity transformations to decide if they are similar; explain using similarity transformations the meaning of similarity for triangles as the equality of all corresponding pairs of angles and the proportionality of all corresponding pairs of sides.

G-SRT.3 Use the properties of similarity transformations to establish the AA criterion for two triangles to be similar.

Prove theorems involving similarity

G-SRT.4 Prove theorems about triangles. Theorems include: a line parallel to one side of a triangle divides the other two proportionally, and conversely; the Pythagorean Theorem proved using triangle similarity.

G-SRT.5 Use congruence and similarity criteria for triangles to solve problems and to prove relationships in geometric figures.

Define trigonometric ratios and solve problems involving right triangles

G-SRT.6 Understand that by similarity, side ratios in right triangles are properties of the angles in the triangle, leading to definitions of trigonometric ratios for acute angles.

G-SRT.7 Explain and use the relationship between the sine and cosine of complementary angles.

G-SRT.8 Use trigonometric ratios and the Pythagorean Theorem to solve right triangles in applied problems.*

Understand and apply theorems about circles

G-C.1 Prove that all circles are similar.

G-C.2 Identify and describe relationships among inscribed angles, radii, and chords. Include the relationship between central, inscribed, and circumscribed angles; inscribed angles on a diameter are right angles; the radius of a circle is perpendicular to the tangent where the radius intersects the circle.

G-C.3 Construct the inscribed and circumscribed circles of a triangle, and prove properties of angles for a quadrilateral inscribed in a circle.

Find arc lengths and areas of sectors of circles

G-C.5 Derive using similarity the fact that the length of the arc intercepted by an angle is proportional to the radius, and define the radian measure of the angle as the constant of proportionality; derive the formula for the area of a sector.

Translate between the geometric description and the equation for a conic section A

G-GPE.1 Derive the equation of a circle of given center and radius using the Pythagorean Theorem; complete the square to find the center and radius of a circle given by an equation.

Use coordinates to prove simple geometric theorems algebraically

G-GPE.4 Use coordinates to prove simple geometric theorems algebraically. For example, prove or disprove that a figure defined by four given points in the coordinate plane is a rectangle; prove or disprove that the point $(1, \sqrt{3})$ lies on the circle centered at the origin and containing the point $(0, 2)$.

G-GPE.5 Prove the slope criteria for parallel and perpendicular lines and use them to solve geometric problems (e.g., find the equation of a line parallel or perpendicular to a given line that passes through a given point).

G-GPE.6 Find the point on a directed line segment between two given points that partitions the segment in a given ratio.

G-GPE.7 Use coordinates to compute perimeters of polygons and areas of triangles and rectangles, e.g., using the distance formula.*

Explain volume formulas and use them to solve problems

G-GMD.1 Give an informal argument for the formulas for the circumference of a circle, area of a circle, volume of a cylinder, pyramid, and cone. Use dissection arguments, Cavalieri's principle, and informal limit arguments.

G-GMD.3 Use volume formulas for cylinders, pyramids, cones, and spheres to solve problems.*

Visualize relationships between two-dimensional and three-dimensional objects

G-GMD.4 Identify the shapes of two-dimensional cross-sections of three-dimensional objects, and identify three-dimensional objects generated by rotations of two-dimensional objects.

Apply geometric concepts in modeling situations

G-MG.1 Use geometric shapes, their measures, and their properties to describe objects (e.g., modeling a tree trunk or a human torso as a cylinder).*

G-MG.2 Apply concepts of density based on area and volume in modeling situations (e.g., persons per square mile, BTUs per cubic foot).*

G-MG.3 Apply geometric methods to solve design problems (e.g., designing an object or structure to satisfy physical constraints or minimize cost; working with typographic grid systems based on ratios).*

Algebra II

Number and Quantity

Extend the properties of exponents to rational exponents

N-RN.1 Explain how the definition of the meaning of rational exponents follows from extending the properties of integer exponents to those values, allowing for a notation for radicals in terms of rational exponents. For example, we define $5^{1/3}$ to be the cube root of 5 because we want $[5^{1/3}]^3 = 5(1/3)^3$ to hold, so $[5^{1/3}]^3$ must equal 5.

N-RN.2 Rewrite expressions involving radicals and rational exponents using the properties of exponents.

Reason quantitatively and use units to solve problems

N-Q.2 Define appropriate quantities for the purpose of descriptive modeling.*

Perform arithmetic operations with complex numbers

N-CN.1 Know there is a complex number i such that $i^2 = -1$, and every complex number has the form $a + bi$ with a and b real.

N-CN.2 Use the relation $i^2 = -1$ and the commutative, associative, and distributive properties to add, subtract, and multiply complex numbers.

Use complex numbers in polynomial identities and equations

N-CN.7 Solve quadratic equations with real coefficients that have complex solutions.

Algebra

Interpret the structure of expressions

A-SSE.2 Use the structure of an expression to identify ways to rewrite it. For example, see $x^4 - y^4$ as $(x^2 - y^2)(x^2 + y^2)$, thus recognizing it as a difference of squares that can be factored as $(x^2 - y^2)(x^2 + y^2)$.

Write expressions in equivalent forms to solve problems

A-SSE.3 Choose and produce an equivalent form of an expression to reveal and explain properties of the quantity represented by the expression.* c. Use the properties of exponents to transform expressions for exponential functions. For example the expression $1.15t$ can be rewritten as $[1.15^{1/12}]^{12t} \approx 1.012^{12t}$ to reveal the approximate equivalent monthly interest rate if the annual rate is 15%.

Algebra II

A-SSE.4 Derive the formula for the sum of a finite geometric series (when the common ratio is not 1), and use the formula to solve problems. For example, calculate mortgage payments.*

Understand the relationship between zeros and factors of polynomials

A-APR.2 Know and apply the Remainder Theorem: For a polynomial $p(x)$ and a number a , the remainder on division by $x - a$ is $p(a)$, so $p(a) = 0$ if and only if $(x - a)$ is a factor of $p(x)$.

A-APR.3 Identify zeros of polynomials when suitable factorizations are available, and use the zeros to construct a rough graph of the function defined by the polynomial.

Use polynomial identities to solve problems

A-APR.4 Prove polynomial identities and use them to describe numerical relationships. For example, the polynomial identity $(x^2 + y^2)^2 = (x^2 - y^2)^2 + (2xy)^2$ can be used to generate Pythagorean triples.

Rewrite rational expressions

A-APR.6 Rewrite simple rational expressions in different forms; write $a(x)/b(x)$ in the form $q(x) + r(x)/b(x)$, where $a(x)$, $b(x)$, $q(x)$, and $r(x)$ are polynomials with the degree of $r(x)$ less than the degree of $b(x)$, using inspection, long division, or, for the more complicated examples, a computer algebra system.

Create equations that describe numbers or relationships

A-CED.1 Create equations and inequalities in one variable and use them to solve problems. Include equations arising from linear and quadratic functions, and simple rational and exponential functions.*

Understand solving equations as a process of reasoning and explain the reasoning

A-REI.1 Explain each step in solving a simple equation as following from the equality of numbers asserted at the previous step, starting from the assumption that the original equation has a solution. Construct a viable argument to justify a solution method.

A-REI.2 Solve simple rational and radical equations in one variable, and give examples showing how extraneous solutions may arise.

Solve equations and inequalities in one variable

A-REI.4 Solve quadratic equations in one variable. b. Solve quadratic equations by inspection (e.g., for $x^2 = 49$), taking square roots, completing the square, the quadratic formula and factoring, as appropriate to the initial form of the equation. Recognize when the quadratic formula gives complex solutions and write them as $a ± bi$ for real numbers a and b .

Algebra II

Solve systems of equations

A-REI.6 Solve systems of linear equations exactly and approximately (e.g., with graphs), focusing on pairs of linear equations in two variables.

A-REI.7 Solve a simple system consisting of a linear equation and a quadratic equation in two variables algebraically and graphically. For example, find the points of intersection between the line $y = -3x$ and the circle $x^2 + y^2 = 3$.

Represent and solve equations and inequalities graphically

A-REI.11 Explain why the x -coordinates of the points where the graphs of the equations $y = f(x)$ and $y = g(x)$ intersect are the solutions of the equation $f(x) = g(x)$; find the solutions approximately, e.g., using technology to graph the functions, make tables of values, or find successive approximations. Include cases where $f(x)$ and/or $g(x)$ are linear, polynomial, rational, absolute value, exponential, and logarithmic functions.*

Functions

Understand the concept of a function and use function notation

F-IF.3 Recognize that sequences are functions, sometimes defined recursively, whose domain is a subset of the integers. For example, the Fibonacci sequence is defined recursively by $f(0) = f(1) = 1$, $f(n+1) = f(n) + f(n-1)$ for $n ≥ 1$.

Interpret functions that arise in applications in terms of the context

F-IF.4 For a function that models a relationship between two quantities, interpret key features of graphs and tables in terms of the quantities, and sketch graphs showing key features given a verbal description of the relationship. Key features include: intercepts; intervals where the function is increasing, decreasing, positive, or negative; relative maximums and minimums; symmetries; end behavior; and periodicity.*

F-IF.6 Calculate and interpret the average rate of change of a function (presented symbolically or as a table) over a specified interval. Estimate the rate of change from a graph.*

Analyze functions using different representations

F-IF.7 Graph functions expressed symbolically and show key features of the graph, by hand in simple cases and using technology for more complicated cases.*

e. Graph polynomial functions, identifying zeros when suitable factorizations are available, and showing end behavior.

e. Graph exponential and logarithmic functions, showing intercepts and end behavior, and trigonometric functions, showing period, midline, and amplitude.

Algebra II

F-IF.8 Write a function defined by an expression in different but equivalent forms to reveal and explain different properties of the function:

b. Use the properties of exponents to interpret expressions for exponential functions. For example, identify percent rate of change in functions such as $y = (1.02)^t$, $y = (0.97)^t$, $y = (1.01)^{12t}$, $y = (1.2)^{t/10}$, and classify them as representing exponential growth and decay.

F-IF.9 Compare properties of two functions each represented in a different way (algebraically, graphically, numerically in tables, or by verbal descriptions). For example, given a graph of one quadratic function and an algebraic expression for another, say which has the larger maximum.

Build a function that models a relationship between two quantities

F-BF.1 Write a function that describes a relationship between two quantities.*

a. Determine an explicit expression, a recursive process, or steps for calculation from a context.

b. Combine standard function types using arithmetic operations. For example, build a function that models the temperature of a cooling body by adding a constant function to a decaying exponential, and relate these functions to the model.

F-BF.2 Write arithmetic and geometric sequences both recursively and with an explicit formula, use them to model situations, and translate between the two forms.*

Build new functions from existing functions

F-BF.3 Identify the effect on the graph of replacing $f(x)$ by $f(x) + k$, $k f(x)$, $f(kx)$, and $f(x + k)$ for specific values of k (both positive and negative); find the value of k given the graphs. Experiment with cases and illustrate an explanation of the effects on the graph using technology. Include recognizing even and odd functions from their graphs and algebraic expressions for them.

F-BF.4 Find inverse functions. a. Solve an equation of the form $f(x) = c$ for a simple function f that has an inverse and write an expression for the inverse. For example, $f(x) = 2x - 3$ or $f(x) = (x + 1)/(x - 1)$ for $x \neq 1$.

Construct and compare linear, quadratic, and exponential models and solve problems

F-LE.2 Construct linear and exponential functions, including arithmetic and geometric sequences, given a graph, a description of a relationship, or two input-output pairs (include reading these from a table).*

F-LE.4 For exponential models, express as a logarithm the solution to $ab^{ct} = d$ where a , c , and d are numbers and the base b is 2, 10, or e ; evaluate the logarithm using technology.*

Interpret expressions for functions in terms of the situation they model

F-LE.5 Interpret the parameters in a linear or exponential function in terms of a context.*

Algebra II

Extend the domain of trigonometric functions using the unit circle

F-TF.1 Understand radian measure of an angle as the length of the arc on the unit circle subtended by the angle.

F-TF.2 Explain how the unit circle in the coordinate plane enables the extension of trigonometric functions to all real numbers, interpreted as radian measures of angles traversed counterclockwise around the unit circle.

Model periodic phenomena with trigonometric functions

F-TF.5 Choose trigonometric functions to model periodic phenomena with specified amplitude, frequency, and midline.*

Prove and apply trigonometric identities

F-TF.8 Prove the Pythagorean identity $\sin^2(\theta) + \cos^2(\theta) = 1$ and use it to find $\sin(\theta)$, $\cos(\theta)$, or $\tan(\theta)$, given $\sin(\theta)$, $\cos(\theta)$, or $\tan(\theta)$ and the quadrant of the angle.

Geometry

Translate between the geometric description and the equation for a conic section

G-GPE.2 Derive the equation of a parabola given a focus and directrix.

Statistics and Probability

Summarize, represent, and interpret data on a single count or measurement variable

S-ID.4 Use the mean and standard deviation of a data set to fit it to a normal distribution and to estimate population percentages. Recognize that there are data sets for which such a procedure is not appropriate. Use calculators, spreadsheets, and tables to estimate areas under the normal curve.*

Summarize, represent, and interpret data on two categorical and quantitative variables

S-ID.6 Represent data on two quantitative variables on a scatter plot, and describe how the variables are related.*

a. Fit a function to the data; use functions fitted to data to solve problems in the context of the data. Use given functions or choose a function suggested by the context. Emphasize linear, quadratic, and exponential models.

Algebra II

Understand and evaluate random processes underlying statistical experiments

S-IC.1 Understand statistics as a process for making inferences about population parameters based on a random sample from that population.*

S-IC.2 Decide if a specified model is consistent with results from a given data-generating process, e.g., using simulation. For example, a model says a spinning coin falls heads up with probability 0.5. Would a result of 5 tails in a row cause you to question the model?*

Make inferences and justify conclusions from sample surveys, experiments, and observational studies

S-IC.3 Recognize the purposes of and differences among sample surveys, experiments, and observational studies; explain how randomization relates to each.*

S-IC.4 Use data from a sample survey to estimate a population mean or proportion; develop a margin of error through the use of simulation models for random sampling.*

S-IC.5 Use data from a randomized experiment to compare two treatments; use simulations to decide if differences between parameters are significant.*

S-IC.6 Evaluate reports based on data.*

Understand independence and conditional probability and use them to interpret data

S-CP.1 Describe events as subsets of a sample space (the set of outcomes) using characteristics (or categories) of the outcomes, or as unions, intersections, or complements of other events (“or,” “and,” “not”).*

S-CP.2 Understand that two events A and B are independent if the probability of A and B occurring together is the product of their probabilities, and use this characterization to determine if they are independent.*

S-CP.3 Understand the conditional probability of A given B as $P(A \text{ and } B)/P(B)$, and interpret independence of A and B as saying that the conditional probability of A given B is the same as the probability of A, and the conditional probability of B given A is the same as the probability of B.*

S-CP.4 Construct and interpret two-way frequency tables of data when two categories are associated with each object being classified. Use the two-way table as a sample space to decide if events are independent and to approximate conditional probabilities. For example, collect data from a random sample of students in your school on their favorite subject among math, science, and English. Estimate the probability that a randomly selected student from your school will favor science given that the student is in tenth grade. Do the same for other subjects and compare the results.*

S-CP.5 Recognize and explain the concepts of conditional probability and independence in everyday language and everyday situations. For example, compare the chance of having lung cancer if you are a smoker with the chance of being a smoker if you have lung cancer.*

Use the rules of probability to compute probabilities of compound events in a uniform probability model

S-CP.6 Find the conditional probability of A given B as the fraction of B’s outcomes that also belong to A, and interpret the answer in terms of the model.*

S-CP.7 Apply the Addition Rule, $P(A \text{ or } B) = P(A) + P(B) - P(A \text{ and } B)$, and interpret the answer in terms of the model.*

Integrated Mathematics

Number and Quantity

Reason quantitatively and use units to solve problems

N-Q.1 Use units as a way to understand problems and to guide the solution of multi-step problems; choose and interpret units consistently in formulas; choose and interpret the scale and the origin in graphs and data displays.*

~~N-Q.2 Define appropriate quantities for the purpose of descriptive modeling.*~~

~~N-Q.3 Choose a level of accuracy appropriate to limitations on measurement when reporting quantities.*~~

Algebra

Interpret the structure of expressions

~~A-SSE.1 Interpret expressions that represent a quantity in terms of its context.*~~

~~a. Interpret parts of an expression, such as terms, factors, and coefficients.~~

~~b. Interpret complicated expressions by viewing one or more of their parts as a single entity. For example, interpret $P(1+r)^n$ as the product of P and a factor not depending on P .~~

Write expressions in equivalent forms to solve problems

~~A-SSE.3 Choose and produce an equivalent form of an expression to reveal and explain properties of the quantity represented by the expression.*~~

~~e. Use the properties of exponents to transform expressions for exponential functions. For example the expression $1.15t$ can be rewritten as $[1.151/12]^{12t} \approx 1.012^{12t}$ to reveal the approximate equivalent monthly interest rate if the annual rate is 15%.~~

Create equations that describe numbers or relationships

~~A-CED.1 Create equations and inequalities in one variable and use them to solve problems. Include equations arising from linear and quadratic functions, and simple rational and exponential functions.*~~

~~A-CED.2 Create equations in two or more variables to represent relationships between quantities; graph equations on coordinate axes with labels and scales.*~~

~~A-CED.3 Represent constraints by equations or inequalities, and by systems of equations and/or inequalities, and interpret solutions as viable or non-viable options in a modeling context. For example, represent inequalities describing nutritional and cost constraints on combinations of different foods.*~~

~~A-CED.4 Rearrange formulas to highlight a quantity of interest, using the same reasoning as in solving equations. For example, rearrange Ohm's law $V=IR$ to highlight resistance R .*~~

Integrated Mathematics I

Solve equations and inequalities in one variable

~~A-REI.3 Solve linear equations and inequalities in one variable, including equations with coefficients represented by letters.~~

Solve systems of equations

~~A-REI.5 Prove that, given a system of two equations in two variables, replacing one equation by the sum of that equation and a multiple of the other produces a system with the same solutions.~~

~~A-REI.6 Solve systems of linear equations exactly and approximately (e.g., with graphs), focusing on pairs of linear equations in two variables.~~

Represent and solve equations and inequalities graphically

~~A-REI.10 Understand that the graph of an equation in two variables is the set of all its solutions plotted in the coordinate plane, often forming a curve (which could be a line).~~

~~A-REI.11 Explain why the x coordinates of the points where the graphs of the equations $y=f(x)$ and $y=g(x)$ intersect are the solutions of the equation $f(x)=g(x)$; find the solutions approximately, e.g., using technology to graph the functions, make tables of values, or find successive approximations. Include cases where $f(x)$ and/or $g(x)$ are linear, polynomial, rational, absolute value, exponential, and logarithmic functions.*~~

~~A-REI.12 Graph the solutions to a linear inequality in two variables as a half-plane (excluding the boundary in the case of a strict inequality), and graph the solution set to a system of linear inequalities in two variables as the intersection of the corresponding half-planes.~~

Functions

Understand the concept of a function and use function notation

~~F-IF.1 Understand that a function from one set (called the domain) to another set (called the range) assigns to each element of the domain exactly one element of the range. If f is a function and x is an element of its domain, then $f(x)$ denotes the output of f corresponding to the input x . The graph of f is the graph of the equation $y=f(x)$.~~

F-IF.2 Use function notation, evaluate functions for inputs in their domains, and interpret statements that use function notation in terms of a context.

F-IF.3 Recognize that sequences are functions, sometimes defined recursively, whose domain is a subset of the integers. For example, the Fibonacci sequence is defined recursively by $f(0) = f(1) = 1$, $f(n+1) = f(n) + f(n-1)$ for $n \geq 1$.

Interpret functions that arise in applications in terms of the context

F-IF.4 For a function that models a relationship between two quantities, interpret key features of graphs and tables in terms of the quantities, and sketch graphs showing key features given a verbal description of the relationship. Key features include: intercepts; intervals where the function is increasing, decreasing, positive, or negative; relative maximums and minimums; symmetries; end behavior; and periodicity.*

Integrated Mathematics I

F-IF.5 Relate the domain of a function to its graph and, where applicable, to the quantitative relationship it describes. For example, if the function $h(n)$ gives the number of person-hours it takes to assemble n engines in a factory, then the positive integers would be an appropriate domain for the function.*

F-IF.6 Calculate and interpret the average rate of change of a function (presented symbolically or as a table) over a specified interval. Estimate the rate of change from a graph.*

Analyze functions using different representations

F-IF.7 Graph functions expressed symbolically and show key features of the graph, by hand in simple cases and using technology for more complicated cases.*

a. Graph linear and quadratic functions and show intercepts, maxima, and minima.

F-IF.9 Compare properties of two functions each represented in a different way (algebraically, graphically, numerically in tables, or by verbal descriptions). For example, given a graph of one quadratic function and an algebraic expression for another, say which has the larger maximum.

Build a function that models a relationship between two quantities

F-BF.1 Write a function that describes a relationship between two quantities.* a. Determine an explicit expression, a recursive process, or steps for calculation from a context.

F-BF.2 Write arithmetic and geometric sequences both recursively and with an explicit formula, use them to model situations, and translate between the two forms.*

Construct and compare linear, quadratic, and exponential models and solve problems

F-LE.1 Distinguish between situations that can be modeled with linear functions and with exponential functions.*

a. Prove that linear functions grow by equal differences over equal intervals and that exponential functions grow by equal factors over equal intervals.

b. Recognize situations in which one quantity changes at a constant rate per unit interval relative to another.

c. Recognize situations in which a quantity grows or decays by a constant percent rate per unit interval relative to another.

F-LE.2 Construct linear and exponential functions, including arithmetic and geometric sequences, given a graph, a description of a relationship, or two input-output pairs (include reading these from a table).*

F-LE.3 Observe using graphs and tables that a quantity increasing exponentially eventually exceeds a quantity increasing linearly, quadratically, or (more generally) as a polynomial function.*

Interpret expressions for functions in terms of the situation they model

F-LE.5 Interpret the parameters in a linear or exponential function in terms of a context.*

Integrated Mathematics I

Geometry

Experiment with transformations in the plane

G-CO.1 Know precise definitions of angle, circle, perpendicular line, parallel line, and line segment, based on the undefined notions of point, line, distance along a line, and distance around a circular arc.

G-CO.2 Represent transformations in the plane using, e.g., transparencies and geometry software; describe transformations as functions that take points in the plane as inputs and give other points as outputs.

Compare transformations that preserve distance and angle to those that do not (e.g., translation versus horizontal stretch).

G-CO.3 Given a rectangle, parallelogram, trapezoid, or regular polygon, describe the rotations and reflections that carry it onto itself.

G-CO.4 Develop definitions of rotations, reflections, and translations in terms of angles, circles, perpendicular lines, parallel lines, and line segments.

G-CO.5 Given a geometric figure and a rotation, reflection, or translation, draw the transformed figure using, e.g., graph paper, tracing paper, or geometry software. Specify a sequence of transformations that will carry a given figure onto another.

Understand congruence in terms of rigid motions

G-CO.6 Use geometric descriptions of rigid motions to transform figures and to predict the effect of a given rigid motion on a given figure; given two figures, use the definition of congruence in terms of rigid motions to decide if they are congruent.

G-CO.7 Use the definition of congruence in terms of rigid motions to show that two triangles are congruent if and only if corresponding pairs of sides and corresponding pairs of angles are congruent.

G-CO.8 Explain how the criteria for triangle congruence (ASA, SAS, and SSS) follow from the definition of congruence in terms of rigid motions.

Prove geometric theorems

G-CO.9 Prove theorems about lines and angles. Theorems include: vertical angles are congruent; when a transversal crosses parallel lines, alternate interior angles are congruent and corresponding angles are congruent; points on a perpendicular bisector of a line segment are exactly those equidistant from the segment's endpoints.

G-CO.10 Prove theorems about triangles. Theorems include: measures of interior angles of a triangle sum to 180; base angles of isosceles triangles are congruent; the segment joining midpoints of two sides of a triangle is parallel to the third side and half the length; the medians of a triangle meet at a point.

G-CO.11 Prove theorems about parallelograms. Theorems include: opposite sides are congruent, opposite angles are congruent, the diagonals of a parallelogram bisect each other, and conversely, rectangles are parallelograms with congruent diagonals.

Integrated Mathematics I

Statistics and Probability

Summarize, represent, and interpret data on a single count or measurement variable

S-ID.1 Represent data with plots on the real number line (dot plots, histograms, and box plots).*

S-ID.2 Use statistics appropriate to the shape of the data distribution to compare center (median, mean) and spread (interquartile range, standard deviation) of two or more different data sets.*

S-ID.3 Interpret differences in shape, center, and spread in the context of the data sets, accounting for possible effects of extreme data points (outliers).*

Summarize, represent, and interpret data on two categorical and quantitative variables

S-ID.5 Summarize categorical data for two categories in two-way frequency tables. Interpret relative frequencies in the context of the data (including joint, marginal, and conditional relative frequencies). Recognize possible associations and trends in the data.*

S-ID.6 Represent data on two quantitative variables on a scatter plot, and describe how the variables are related.*

a. Fit a function to the data; use functions fitted to data to solve problems in the context of the data. Use given functions or choose a function suggested by the context. Emphasize linear, quadratic, and exponential models.

e. Fit a linear function for a scatter plot that suggests a linear association.

Interpret linear models

S-ID.7 Interpret the slope (rate of change) and the intercept (constant term) of a linear model in the context of the data.*

S-ID.8 Compute (using technology) and interpret the correlation coefficient of a linear fit.*

S-ID.9 Distinguish between correlation and causation.*

Integrated Mathematics I

Number and Quantity

Extend the properties of exponents to rational exponents

N-RN.1 Explain how the definition of the meaning of rational exponents follows from extending the properties of integer exponents to those values, allowing for a notation for radicals in terms of rational exponents. For example, we define $5^{1/3}$ to be the cube root of 5 because we want $[5^{1/3}]^3 = 5(1/3)^3$ to hold, so $[5^{1/3}]^3$ must equal 5.

N-RN.2 Rewrite expressions involving radicals and rational exponents using the properties of exponents.

Use properties of rational and irrational numbers

N-RN.3 Explain why the sum or product of two rational numbers is rational; that the sum of a rational number and an irrational number is irrational; and that the product of a nonzero rational number and an irrational number is irrational.

Reason quantitatively and use units to solve problems

N-Q.2 Define appropriate quantities for the purpose of descriptive modeling.*

Perform arithmetic operations with complex numbers

N-CN.1 Know there is a complex number i such that $i^2 = -1$, and every complex number has the form $a + bi$ with a and b real.

N-CN.2 Use the relation $i^2 = -1$ and the commutative, associative, and distributive properties to add, subtract, and multiply complex numbers.

Use complex numbers in polynomial identities and equations

N-CN.7 Solve quadratic equations with real coefficients that have complex solutions.

Algebra

Interpret the structure of expressions

A-SSE.1 Interpret expressions that represent a quantity in terms of its context.* b. Interpret complicated expressions by viewing one or more of their parts as a single entity. For example, interpret $P(1+r)^n$ as the product of P and a factor not depending on P .

Integrated Mathematics II

A-SSE.2 Use the structure of an expression to identify ways to rewrite it. For example, see $x^4 - y^4$ as $(x^2)^2 - (y^2)^2$, thus recognizing it as a difference of squares that can be factored as $(x^2 - y^2)(x^2 + y^2)$.

Write expressions in equivalent forms to solve problems

A-SSE.3 Choose and produce an equivalent form of an expression to reveal and explain properties of the quantity represented by the expression.*

a. Factor a quadratic expression to reveal the zeros of the function it defines.

b. Complete the square in a quadratic expression to reveal the maximum or minimum value of the function it defines.

Perform arithmetic operations on polynomials

A-APR.1 Understand that polynomials form a system analogous to the integers, namely, they are closed under the operations of addition, subtraction, and multiplication; add, subtract, and multiply polynomials.

Create equations that describe numbers or relationships

A-CED.1 Create equations and inequalities in one variable and use them to solve problems. Include equations arising from linear and quadratic functions, and simple rational and exponential functions.*

A-CED.2 Create equations in two or more variables to represent relationships between quantities; graph equations on coordinate axes with labels and scales.*

A-CED.4 Rearrange formulas to highlight a quantity of interest, using the same reasoning as in solving equations. For example, rearrange Ohm's law $V = IR$ to highlight resistance R .*

Understand solving equations as a process of reasoning and explain the reasoning M

A-REI.1 Explain each step in solving a simple equation as following from the equality of numbers asserted at the previous step, starting from the assumption that the original equation has a solution. Construct a viable argument to justify a solution method.

Solve equations and inequalities in one variable

A-REI.4 Solve quadratic equations in one variable.

- Use the method of completing the square to transform any quadratic equation in x into an equation of the form $(x - p)^2 = q$ that has the same solutions. Derive the quadratic formula from this form.
- Solve quadratic equations by inspection (e.g., for $x^2 = 49$), taking square roots, completing the square, the quadratic formula and factoring, as appropriate to the initial form of the equation. Recognize when the quadratic formula gives complex solutions and write them as $a ± bi$ for real numbers a and b .

Solve systems of equations

A-REI.7 Solve a simple system consisting of a linear equation and a quadratic equation in two variables algebraically and graphically. For example, find the points of intersection between the line $y = -3x$ and the circle $x^2 + y^2 = 3$.

Functions

Interpret functions that arise in applications in terms of the context M

F-IF.4 For a function that models a relationship between two quantities, interpret key features of graphs and tables in terms of the quantities, and sketch graphs showing key features given a verbal description of the relationship. Key features include: intercepts; intervals where the function is increasing, decreasing, positive, or negative; relative maximums and minimums; symmetries; end behavior; and periodicity.*

F-IF.5 Relate the domain of a function to its graph and, where applicable, to the quantitative relationship it describes. For example, if the function $h(n)$ gives the number of person-hours it takes to assemble n engines in a factory, then the positive integers would be an appropriate domain for the function.*

F-IF.6 Calculate and interpret the average rate of change of a function (presented symbolically or as a table) over a specified interval. Estimate the rate of change from a graph.*

Analyze functions using different representations

F-IF.7 Graph functions expressed symbolically and show key features of the graph, by hand in simple cases and using technology for more complicated cases.*

a. Graph linear and quadratic functions and show intercepts, maxima, and minima.

b. Graph square root, cube root, and piecewise-defined functions, including step functions and absolute value functions.

e. Graph exponential and logarithmic functions, showing intercepts and end behavior, and trigonometric functions, showing period, midline, and amplitude.

F-IF.8 Write a function defined by an expression in different but equivalent forms to reveal and explain different properties of the function.

a. Use the process of factoring and completing the square in a quadratic function to show zeros, extreme values, and symmetry of the graph, and interpret these in terms of a context.

b. Use the properties of exponents to interpret expressions for exponential functions. For example, identify percent rate of change in functions such as $y = (1.02)^t$, $y = (0.97)^t$, $y = (1.01)^{12t}$, $y = (1.2)^{t/10}$, and classify them as representing exponential growth and decay.

F-IF.9 Compare properties of two functions each represented in a different way (algebraically, graphically, numerically in tables, or by verbal descriptions). For example, given a graph of one quadratic function and an algebraic expression for another, say which has the larger maximum.

Integrated Mathematics II

Build a function that models a relationship between two quantities

F-BF.1 Write a function that describes a relationship between two quantities.*

a. Determine an explicit expression, a recursive process, or steps for calculation from a context.

b. Combine standard function types using arithmetic operations. For example, build a function that models the temperature of a cooling body by adding a constant function to a decaying exponential, and relate these functions to the model.

Build new functions from existing functions

F-BF.3 Identify the effect on the graph of replacing $f(x)$ by $f(x) + k$, $k f(x)$, $f(kx)$, and $f(x + k)$ for specific values of k (both positive and negative); find the value of k given the graphs. Experiment with cases and illustrate an explanation of the effects on the graph using technology. Include recognizing even and odd functions from their graphs and algebraic expressions for them.

Geometry

Understand similarity in terms of similarity transformations

G-SRT.1 Verify experimentally the properties of dilations given by a center and a scale factor:
a. A dilation takes a line not passing through the center of the dilation to a parallel line, and leaves a line passing through the center unchanged.
b. The dilation of a line segment is longer or shorter in the ratio given by the scale factor.
G-SRT.2 Given two figures, use the definition of similarity in terms of similarity transformations to decide if they are similar; explain using similarity transformations the meaning of similarity for triangles as the equality of all corresponding pairs of angles and the proportionality of all corresponding pairs of sides.
G-SRT.3 Use the properties of similarity transformations to establish the AA criterion for two triangles to be similar.

Prove theorems using similarity

G-SRT.4 Prove theorems about triangles. Theorems include: a line parallel to one side of a triangle divides the other two proportionally, and conversely; the Pythagorean Theorem proved using triangle similarity.
G-SRT.5 Use congruence and similarity criteria for triangles to solve problems and to prove relationships in geometric figures.

Define trigonometric ratios and solve problems involving right triangles

G-SRT.6 Understand that by similarity, side ratios in right triangles are properties of the angles in the triangle, leading to definitions of trigonometric ratios for acute angles.
G-SRT.7 Explain and use the relationship between the sine and cosine of complementary angles.

Integrated Mathematics II

G-SRT.8 Use trigonometric ratios and the Pythagorean Theorem to solve right triangles in applied problems.*

Explain volume formulas and use them to solve problems

G-GMD.1 Give an informal argument for the formulas for the circumference of a circle, area of a circle, volume of a cylinder, pyramid, and cone. Use dissection arguments, Cavalieri's principle, and informal limit arguments.
G-GMD.3 Use volume formulas for cylinders, pyramids, cones, and spheres to solve problems.*

Statistics and Probability*

Summarize, represent, and interpret data on two categorical and quantitative variables

S-ID.6 Represent data on two quantitative variables on a scatter plot, and describe how the variables are related.*
a. Fit a function to the data; use functions fitted to data to solve problems in the context of the data. Use given functions or choose a function suggested by the context. Emphasize linear, quadratic, and exponential models.
b. Informally assess the fit of a function by plotting and analyzing residuals.

Understand independence and conditional probability and use them to interpret data

S-CP.1 Describe events as subsets of a sample space (the set of outcomes) using characteristics (or categories) of the outcomes, or as unions, intersections, or complements of other events ("or," "and," "not").*
S-CP.2 Understand that two events A and B are independent if the probability of A and B occurring together is the product of their probabilities, and use this characterization to determine if they are independent.*

S-CP.3 Understand the conditional probability of A given B as $P(A \text{ and } B)/P(B)$, and interpret independence of A and B as saying that the conditional probability of A given B is the same as the probability of A, and the conditional probability of B given A is the same as the probability of B.*

S-CP.4 Construct and interpret two-way frequency tables of data when two categories are associated with each object being classified. Use the two-way table as a sample space to decide if events are independent and to approximate conditional probabilities. For example, collect data from a random sample of students in your school on their favorite subject among math, science, and English. Estimate the probability that a randomly selected student from your school will favor science given that the student is in tenth grade. Do the same for other subjects and compare the results.*

S-CP.5 Recognize and explain the concepts of conditional probability and independence in everyday language and everyday situations. For example, compare the chance of having lung cancer if you are a smoker with the chance of being a smoker if you have lung cancer.

Integrated Mathematics II

Use the rules of probability to compute probabilities of compound events in a uniform probability model

S-CP.6 Find the conditional probability of A given B as the fraction of B's outcomes that also belong to A, and interpret the answer in terms of the model.*

S-CP.7 Apply the Addition Rule, $P(A \text{ or } B) = P(A) + P(B) - P(A \text{ and } B)$, and interpret the answer in terms of the model.*

Integrated Mathematics III

Number and Quantity

Reason quantitatively and use units to solve problems

N-Q.2 Define appropriate quantities for the purpose of descriptive modeling.*

Algebra

Interpret the structure of expressions

A-SSE.2 Use the structure of an expression to identify ways to rewrite it. For example, see $x^4 - y^4$ as $(x^2)^2 - (y^2)^2$, thus recognizing it as a difference of squares that can be factored as $(x^2 - y^2)(x^2 + y^2)$.

Write expressions in equivalent forms to solve problems

A-SSE.4 Derive the formula for the sum of a finite geometric series (when the common ratio is not 1), and use the formula to solve problems. For example, calculate mortgage payments.*

Understand the relationship between zeros and factors of polynomials

A-APR.2 Know and apply the Remainder Theorem: For a polynomial $p(x)$ and a number a , the remainder on division by $x - a$ is $p(a)$, so $p(a) = 0$ if and only if $(x - a)$ is a factor of $p(x)$.

A-APR.3 Identify zeros of polynomials when suitable factorizations are available, and use the zeros to construct a rough graph of the function defined by the polynomial.

Use polynomial identities to solve problems

A-APR.4 Prove polynomial identities and use them to describe numerical relationships. For example, the polynomial identity $(x^2 + y^2)^2 = (x^2 - y^2)^2 + (2xy)^2$ can be used to generate Pythagorean triples.

Rewrite rational expressions

A-APR.6 Rewrite simple rational expressions in different forms; write $a(x)/b(x)$ in the form $q(x) + r(x)/b(x)$, where $a(x)$, $b(x)$, $q(x)$, and $r(x)$ are polynomials with the degree of $r(x)$ less than the degree of $b(x)$, using inspection, long division, or, for the more complicated examples, a computer algebra system.

Integrated Mathematics III

Create equations that describe numbers or relationships

A-CED.1 Create equations and inequalities in one variable and use them to solve problems. Include equations arising from linear and quadratic functions, and simple rational and exponential functions.*

A-CED.2 Create equations in two or more variables to represent relationships between quantities; graph equations on coordinate axes with labels and scales.*

Understand solving equations as a process of reasoning and explain the reasoning

A-REI.1 Explain each step in solving a simple equation as following from the equality of numbers asserted at the previous step, starting from the assumption that the original equation has a solution. Construct a viable argument to justify a solution method.

A-REI.2 Solve simple rational and radical equations in one variable, and give examples showing how extraneous solutions may arise.

Represent and solve equations and inequalities graphically

A-REI.11 Explain why the x coordinates of the points where the graphs of the equations $y = f(x)$ and $y = g(x)$ intersect are the solutions of the equation $f(x) = g(x)$; find the solutions approximately, e.g., using technology to graph the functions, make tables of values, or find successive approximations. Include cases where $f(x)$ and/or $g(x)$ are linear, polynomial, rational, absolute value, exponential, and logarithmic functions.*

Interpret functions that arise in applications in terms of the context

F-IF.4 For a function that models a relationship between two quantities, interpret key features of graphs and tables in terms of the quantities, and sketch graphs showing key features given a verbal description of the relationship. Key features include: intercepts; intervals where the function is increasing, decreasing, positive, or negative; relative maximums and minimums; symmetries; end behavior; and periodicity.*

F-IF.6 Calculate and interpret the average rate of change of a function (presented symbolically or as a table) over a specified interval. Estimate the rate of change from a graph.*

Analyze functions using different representations

F-IF.7 Graph functions expressed symbolically and show key features of the graph, by hand in simple cases and using technology for more complicated cases.* c. Graph polynomial functions, identifying zeros when suitable factorizations are available, and showing end behavior. e. Graph exponential and logarithmic functions, showing intercepts and end behavior, and trigonometric functions, showing period, midline, and amplitude.

F-IF.9 Compare properties of two functions each represented in a different way (algebraically, graphically, numerically in tables, or by verbal descriptions). For example, given a graph of one quadratic function and an algebraic expression for another, say which has the larger maximum.

Build new functions from existing functions

F-BF.3 Identify the effect on the graph of replacing $f(x)$ by $f(x) + k$, $k f(x)$, $f(kx)$, and $f(x + k)$ for specific values of k (both positive and negative); find the value of k given the graphs. Experiment with cases and illustrate an explanation of the effects on the graph using technology. Include recognizing even and odd functions from their graphs and algebraic expressions for them.

F-BF.4 Find inverse functions. a. Solve an equation of the form $f(x) = c$ for a simple function f that has an inverse and write an expression for the inverse. For example, $f(x) = 2x^3$ or $f(x) = (x+1)/(x-1)$ for $x \neq 1$.

Construct and compare linear, quadratic, and exponential models and solve problems

F-LE.4 For exponential models, express as a logarithm the solution to $abct = d$ where a , c , and d are numbers and the base b is 2, 10, or e ; evaluate the logarithm using technology.*

Extend the domain of trigonometric functions using the unit circle

F-TF.1 Understand radian measure of an angle as the length of the arc on the unit circle subtended by the angle.

F-TF.2 Explain how the unit circle in the coordinate plane enables the extension of trigonometric functions to all real numbers, interpreted as radian measures of angles traversed counterclockwise around the unit circle.

Model periodic phenomena with trigonometric functions

F-TF.5 Choose trigonometric functions to model periodic phenomena with specified amplitude, frequency, and midline.*

Prove and apply trigonometric identities

F-TF.8 Prove the Pythagorean identity $\sin^2(\theta) + \cos^2(\theta) = 1$ and use it to find $\sin(\theta)$, $\cos(\theta)$, or $\tan(\theta)$, given $\sin(\theta)$, $\cos(\theta)$, or $\tan(\theta)$ and the quadrant of the angle.

Integrated Mathematics III

Geometry

Make geometric constructions

G-CO.12 Make formal geometric constructions with a variety of tools and methods (compass and straightedge, string, reflective devices, paper folding, dynamic geometric software, etc.). Copying a segment; copying an angle; bisecting a segment; bisecting an angle; constructing perpendicular lines, including the perpendicular bisector of a line segment; and constructing a line parallel to a given line through a point not on the line.

G-CO.13 Construct an equilateral triangle, a square, and a regular hexagon inscribed in a circle.

Understand and apply theorems about circles

G-C.1 Prove that all circles are similar.

G-C.2 Identify and describe relationships among inscribed angles, radii, and chords. Include the relationship between central, inscribed, and circumscribed angles; inscribed angles on a diameter are right angles; the radius of a circle is perpendicular to the tangent where the radius intersects the circle.

G-C.3 Construct the inscribed and circumscribed circles of a triangle, and prove properties of angles for a quadrilateral inscribed in a circle.

Find arc lengths and areas of sectors of circles

G-C.5 Derive using similarity the fact that the length of the arc intercepted by an angle is proportional to the radius, and define the radian measure of the angle as the constant of proportionality; derive the formula for the area of a sector.

Translate between the geometric description and the equation for a conic section

G-GPE.1 Derive the equation of a circle of given center and radius using the Pythagorean Theorem; complete the square to find the center and radius of a circle given by an equation.

G-GPE.2 Derive the equation of a parabola given a focus and directrix.

Use coordinates to prove simple geometric theorems algebraically

G-GPE.4 Use coordinates to prove simple geometric theorems algebraically. For example, prove or disprove that a figure defined by four given points in the coordinate plane is a rectangle; prove or disprove that the point $(1, \sqrt{3})$ lies on the circle centered at the origin and containing the point $(0, 2)$.

G-GPE.5 Prove the slope criteria for parallel and perpendicular lines and use them to solve geometric problems (e.g., find the equation of a line parallel or perpendicular to a given line that passes through a given point).

Integrated Mathematics III

G-GPE.6 Find the point on a directed line segment between two given points that partitions the segment in a given ratio.

G-GPE.7 Use coordinates to compute perimeters of polygons and areas of triangles and rectangles, e.g., using the distance formula.*

Visualize relationships between two-dimensional and three-dimensional objects

G-GMD.4 Identify the shapes of two-dimensional cross-sections of three-dimensional objects, and identify three-dimensional objects generated by rotations of two-dimensional objects.

Apply geometric concepts in modeling situations

G-MG.1 Use geometric shapes, their measures, and their properties to describe objects (e.g., modeling a tree trunk or a human torso as a cylinder).*

G-MG.2 Apply concepts of density based on area and volume in modeling situations (e.g., persons per square mile, BTUs per cubic foot).*

~~G-MG.3 Apply geometric methods to solve design problems (e.g., designing an object or structure to satisfy physical constraints or minimize cost; working with typographic grid systems based on ratios).*~~

~~Statistics and Probability*~~

~~Summarize, represent, and interpret data on a single count or measurement variable S~~

~~S-ID.4 Use the mean and standard deviation of a data set to fit it to a normal distribution and to estimate population percentages. Recognize that there are data sets for which such a procedure is not appropriate. Use calculators, spreadsheets, and tables to estimate areas under the normal curve.*~~

~~Summarize, represent, and interpret data on two categorical and quantitative variables~~

~~S-ID.6 Represent data on two quantitative variables on a scatter plot, and describe how the variables are related.*~~

~~a. Fit a function to the data; use functions fitted to data to solve problems in the context of the data. Use given functions or choose a function suggested by the context. Emphasize linear, quadratic, and exponential models.~~

~~b. Informally assess the fit of a function by plotting and analyzing residuals.~~

~~Understand and evaluate random processes underlying statistical experiments~~

~~S-IC.1 Understand statistics as a process for making inferences about population parameters based on a random sample from that population.~~

~~Integrated Mathematics III~~

~~S-IC.2 Decide if a specified model is consistent with results from a given data-generating process, e.g., using simulation. For example, a model says a spinning coin falls heads up with probability 0.5. Would a result of 5 tails in a row cause you to question the model?*~~

~~Make inferences and justify conclusions from sample surveys, experiments, and observational studies~~

~~S-IC.3 Recognize the purposes of and differences among sample surveys, experiments, and observational studies; explain how randomization relates to each.*~~

~~S-IC.4 Use data from a sample survey to estimate a population mean or proportion; develop a margin of error through the use of simulation models for random sampling.*~~

~~S-IC.5 Use data from a randomized experiment to compare two treatments; use simulations to decide if differences between parameters are significant.*~~

~~S-IC.6 Evaluate reports based on data.*~~

~~Advanced Mathematics Plus~~

~~Number and Quantity~~

~~Perform arithmetic operations with complex numbers~~

~~N-CN.3 Find the conjugate of a complex number; use conjugates to find moduli and quotients of complex numbers.~~

~~Represent complex numbers and their operations on the complex plane~~

~~N-CN.4 Represent complex numbers on the complex plane in rectangular and polar form (including real and imaginary numbers), and explain why the rectangular and polar forms of a given complex number represent the same number.~~

~~N-CN.5 Represent addition, subtraction, multiplication, and conjugation of complex numbers geometrically on the complex plane; use properties of this representation for computation. For example, $(-1 + \sqrt{3}i)^3 = 8$ because $(-1 + \sqrt{3}i)$ has modulus 2 and argument 120° .~~

~~N-CN.6 Calculate the distance between numbers in the complex plane as the modulus of the difference, and the midpoint of a segment as the average of the numbers at its endpoints.~~

~~Use complex numbers in polynomial identities and equations~~

~~N-CN.8 Extend polynomial identities to the complex numbers. For example, rewrite $x^2 + 4$ as $(x + 2i)(x - 2i)$.~~

~~N-CN.9 Know the Fundamental Theorem of Algebra; show that it is true for quadratic polynomials~~

Represent and model with vector quantities

- N-VM.1 Recognize vector quantities as having both magnitude and direction. Represent vector quantities by directed line segments, and use appropriate symbols for vectors and their magnitudes (e.g., v , $|v|$, $\|v\|$, v).
- N-VM.2 Find the components of a vector by subtracting the coordinates of an initial point from the coordinates of a terminal point.
- N-VM.3 Solve problems involving velocity and other quantities that can be represented by vectors.

Advanced Mathematics Plus

Perform operations on vectors

N-VM.4 Add and subtract vectors.

- a. Add vectors end-to-end, component-wise, and by the parallelogram rule. Understand that the magnitude of a sum of two vectors is typically not the sum of the magnitudes.
- b. Given two vectors in magnitude and direction form, determine the magnitude and direction of their sum.
- c. Understand vector subtraction $v - w$ as $v + (-w)$, where $-w$ is the additive inverse of w , with the same magnitude as w and pointing in the opposite direction. Represent vector subtraction graphically by connecting the tips in the appropriate order, and perform vector subtraction component-wise.

N-VM.5 Multiply a vector by a scalar.

- a. Represent scalar multiplication graphically by scaling vectors and possibly reversing their direction; perform scalar multiplication component-wise, e.g., as $c(v_x, v_y) = (cv_x, cv_y)$.
- b. Compute the magnitude of a scalar multiple cv using $\|cv\| = |c|v$. Compute the direction of cv knowing that when $|c| > 0$, the direction of cv is either along v (for $c > 0$) or against v (for $c < 0$).

Perform operations on matrices and use matrices in applications

N-VM.6 Use matrices to represent and manipulate data, e.g., to represent payoffs or incidence relationships in a network.

N-VM.7 Multiply matrices by scalars to produce new matrices, e.g., as when all of the payoffs in a game are doubled.

N-VM.8 Add, subtract, and multiply matrices of appropriate dimensions.

N-VM.9 Understand that, unlike multiplication of numbers, matrix multiplication for square matrices is not a commutative operation, but still satisfies the associative and distributive properties.

N-VM.10 Understand that the zero and identity matrices play a role in matrix addition and multiplication similar to the role of 0 and 1 in the real numbers. The determinant of a square matrix is nonzero if and only if the matrix has a multiplicative inverse.

N-VM.11 Multiply a vector (regarded as a matrix with one column) by a matrix of suitable dimensions to produce another vector. Work with matrices as transformations of vectors.

N-VM.12 Work with 2×2 matrices as transformations of the plane, and interpret the absolute value of the determinant in terms of area.

Algebra

Use polynomial identities to solve problems

A-APR.5 Know and apply the Binomial Theorem for the expansion of $(x + y)^n$ in powers of x and y for a positive integer n , where x and y are any numbers, with coefficients determined for example by Pascal's Triangle.

Advanced Mathematics Plus

Rewrite rational expressions

A-APR.7 Understand that rational expressions form a system analogous to the rational numbers, closed under addition, subtraction, multiplication, and division by a nonzero rational expression; add, subtract, multiply, and divide rational expressions.

Solve systems of equations

A-REI.8 Represent a system of linear equations as a single matrix equation in a vector variable.

A-REI.9 Find the inverse of a matrix if it exists and use it to solve systems of linear equations (using technology for matrices of dimension 3×3 or greater).

Functions

Analyze functions using different representations

F-IF.7 Graph functions expressed symbolically and show key features of the graph, by hand in simple cases and using technology for more complicated cases.*

d. Graph rational functions, identifying zeros and asymptotes when suitable factorizations are available, and showing end behavior.

Build a function that models a relationship between two quantities

F-BF.1 Write a function that describes a relationship between two quantities.*

e. Compose functions. For example, if $T(y)$ is the temperature in the atmosphere as a function of height, and $h(t)$ is the height of a weather balloon as a function of time, then $T(h(t))$ is the temperature at the location of the weather balloon as a function of time.

Build new functions from existing functions

F-BF.4 Find inverse functions.

b. Verify by composition that one function is the inverse of another.

e. Read values of an inverse function from a graph or a table, given that the function has an inverse.

d. Produce an invertible function from a non-invertible function by restricting the domain.

F-BF.5 Understand the inverse relationship between exponents and logarithms and use this relationship to solve problems involving logarithms and exponents.

Advanced Mathematics Plus

Extend the domain of trigonometric functions using the unit circle

F-TF.3 Use special triangles to determine geometrically the values of sine, cosine, tangent for $\pi/3$, $\pi/4$ and $\pi/6$, and use the unit circle to express the values of sine, cosine, and tangent for $\pi - x$, $\pi + x$, and $2\pi - x$ in terms of their values for x , where x is any real number.

F-TF.4 Use the unit circle to explain symmetry (odd and even) and periodicity of trigonometric functions.

Model periodic phenomena with trigonometric functions

F-TF.6 Understand that restricting a trigonometric function to a domain on which it is always increasing or always decreasing allows its inverse to be constructed.

F-TF.7 Use inverse functions to solve trigonometric equations that arise in modeling contexts; evaluate the solutions using technology, and interpret them in terms of the context.*

Prove and apply trigonometric identities

F-TF.9 Prove the addition and subtraction formulas for sine, cosine, and tangent and use them to solve problems.

Geometry

Apply trigonometry to general triangles

G-SRT.9 Derive the formula $A = \frac{1}{2} ab \sin(C)$ for the area of a triangle by drawing an auxiliary line from a vertex perpendicular to the opposite side.

G-SRT.10 Prove the Laws of Sines and Cosines and use them to solve problems.

G-SRT.11 Understand and apply the Law of Sines and the Law of Cosines to find unknown measurements in right and non-right triangles (e.g., surveying problems, resultant forces).

Understand and apply theorems about circles

G-C.4 Construct a tangent line from a point outside a given circle to the circle.

Translate between the geometric description and the equation for a conic section

Advanced Mathematics Plus

G-GPE.3 Derive the equations of ellipses and hyperbolas given the foci, using the fact that the sum or difference of distances from the foci is constant.

Explain volume formulas and use them to solve problems

G-GMD.2 Give an informal argument using Cavalieri's principle for the formulas for the volume of a sphere and other solid figures.

Statistics and Probability*

Use the rules of probability to compute probabilities of compound events in a uniform probability model

S-CP.8 Apply the general Multiplication Rule in a uniform probability model, $P(A \text{ and } B) = P(A)P(B|A) = P(B)P(A|B)$, and interpret the answer in terms of the model.*

S-CP.9 Use permutations and combinations to compute probabilities of compound events and solve problems.*

Calculate expected values and use them to solve problems

S-MD.1 Define a random variable for a quantity of interest by assigning a numerical value to each event in a sample space; graph the corresponding probability distribution using the same graphical displays as for data distributions.*

S-MD.2 Calculate the expected value of a random variable; interpret it as the mean of the probability distribution.*

S-MD.3 Develop a probability distribution for a random variable defined for a sample space in which theoretical probabilities can be calculated; find the expected value. For example, find the theoretical probability distribution for the number of correct answers obtained by guessing on all five questions of a multiple choice test where each question has four choices, and find the expected grade under various grading schemes.*

S-MD.4 Develop a probability distribution for a random variable defined for a sample space in which probabilities are assigned empirically; find the expected value. For example, find a current data distribution on the number of TV sets per household in the United States, and calculate the expected number of sets per household. How many TV sets would you expect to find in 100 randomly selected households?*

Advanced Mathematics Plus

Use probability to evaluate outcomes of decisions

S-MD.5 Weigh the possible outcomes of a decision by assigning probabilities to payoff values and finding expected values.*

a. Find the expected payoff for a game of chance. For example, find the expected winnings from a state lottery ticket or a game at a fast food restaurant.

b. Evaluate and compare strategies on the basis of expected values. For example, compare a high-deductible versus a low-deductible automobile insurance policy using various, but reasonable, chances of having a minor or a major accident.*

S-MD.6 Use probabilities to make fair decisions (e.g., drawing by lots, using a random number generator).*

S-MD.7 Analyze decisions and strategies using probability concepts (e.g., product testing, medical testing, pulling a hockey goalie at the end of a game).*

~~Appendix E: International Society for Technology in Education Standards (ISTE)~~

ISTE Crosswalk for Law and Public Safety											
	Course	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7	Unit 8	Unit 9	Unit 10
ISTE Standards											
T1		X	X	X	X	X	X	X	X	X	X
T2		X	X	X	X	X	X	X	X	X	X
T3		X	X	X	X	X	X	X	X	X	X
T4		X	X	X	X	X	X	X	X	X	X
T5		X	X	X	X	X	X	X	X	X	X
T6		X	X	X	X	X	X	X	X	X	X

ISTE Crosswalk for Law and Public Safety											
	Course	Unit 11	Unit 12	Unit 13	Unit 14						
ISTE Standards											
T1		X	X	X	X						
T2		X	X	X	X						
T3		X	X	X	X						
T4		X	X	X	X						
T5		X	X	X	X						
T6		X	X	X	X						

- ~~T1— Creativity and Innovation~~
- ~~T2— Communication and Collaboration~~
- ~~T3— Research and Information Fluency~~
- ~~T4— Critical Thinking, Problem Solving, and Decision Making~~
- ~~T5— Digital Citizenship~~
- ~~T6— Technology Operations and Concepts~~

- ~~T1— Creativity and Innovation~~
~~Students demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology. Students do the following:~~
- ~~a.— Apply existing knowledge to generate new ideas, products, or processes.~~
 - ~~b.— Create original works as a means of personal or group expression.~~
 - ~~c.— Use models and simulations to explore complex systems and issues.~~
 - ~~d.— Identify trends and forecast possibilities.~~

T2—Communication and Collaboration

Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others. Students do the following:

- a. Interact, collaborate, and publish with peers, experts, or others employing a variety of digital environments and media.
- b. Communicate information and ideas effectively to multiple audiences using a variety of media and formats.
- c. Develop cultural understanding and global awareness by engaging with learners of other cultures.
- d. Contribute to project teams to produce original works or solve problems.

T3—Research and Information Fluency

Students apply digital tools to gather, evaluate, and use information. Students do the following:

- a. Plan strategies to guide inquiry.
- b. Locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media.
- c. Evaluate and select information sources and digital tools based on the appropriateness to specific tasks.
- d. Process data and report results.

T4—Critical Thinking, Problem Solving, and Decision Making

Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources. Students do the following:

- a. Identify and define authentic problems and significant questions for investigation.
- b. Plan and manage activities to develop a solution or complete a project.
- c. Collect and analyze data to identify solutions and/or make informed decisions.
- d. Use multiple processes and diverse perspectives to explore alternative solutions.

T5—Digital Citizenship

Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior. Students do the following:

- a. Advocate and practice safe, legal, and responsible use of information and technology.
- b. Exhibit a positive attitude toward using technology that supports collaboration, learning, and productivity.
- c. Demonstrate personal responsibility for lifelong learning.
- d. Exhibit leadership for digital citizenship.

~~T6—Technology Operations and Concepts~~

~~Students demonstrate a sound understanding of technology concepts, systems, and operations. Students do the following:~~

- ~~a.—Understand and use technology systems.~~
- ~~b.—Select and use applications effectively and productively.~~
- ~~c.—Troubleshoot systems and applications.~~
- ~~d.—Transfer current knowledge to learning of new technologies.~~

Appendix F: Academic Standards

The Law and Public Safety curriculum is written to encourage physical fitness. Students endure rigorous physical training each week to meet the requirements of the Presidential Youth Fitness Program and the Candidate Physical Ability Test (CPAT). Therefore, the curriculum seeks to provide students with 1/2 Carnegie Unit for Physical Education, as shown in the following crosswalk with Mississippi's 2006 Physical Education Framework for Grades 10-12.

Mississippi's 2006 Physical Education Framework for Grades 10-12

- PE1. Demonstrate competency in motor skills and movement patterns needed to perform a variety of physical activities.
- PE2. Demonstrate understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities.
- PE3. Exhibit a physically active lifestyle.
- PE4. Achieve and maintain a health-enhancing level of physical fitness.
- PE5. Exhibit responsible personal and social behavior that respects self and others in physical activity settings.
- PE6. Value physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.

	Presidential Youth Fitness Program Requirements	Aerobic Capacity: The Pacer	Aerobic Capacity: One-Mile Run	Aerobic Capacity: Walk Test	Body Composition: Skinfold Measurement	Body Composition: Body Mass Index	Body Composition: Portable Bioelectrical Impedance Analyzer	Muscular Strength, Endurance, and Flexibility: Abdominal Strength And Endurance	Muscular Strength, Endurance, and Flexibility: Trunk Extensor Strength and Flexibility	Muscular Strength, Endurance, and Flexibility: Upper Body Strength and Endurance	Muscular Strength, Endurance, and Flexibility
PE Framework											
PE1		x	x	x				x	x	x	x
PE2		x	x	x				x	x	x	x
PE3		x	x	x	x	x	x	x	x	x	x
PE4		x	x	x	x	x	x	x	x	x	x
PE5		x	x	x				x	x	x	x
PE6		x	x	x				x	x	x	x

Presidential Youth Fitness Program Requirements

Aerobic Capacity

The Pacer: Recommended

One-Mile Run: Alternative

Walk Test: Alternative

Body Composition

Skinfold Measurement: Recommended

~~Body Mass Index: Alternative~~
~~Portable Bioelectric Impedance Analyzers~~
~~Muscular Strength, Endurance, and Flexibility~~
~~Abdominal Strength And Endurance~~
~~Curl-Up: Recommended~~
~~Trunk Extensor Strength and Flexibility~~
~~Trunk Lift: Recommended~~
~~Upper Body Strength and Endurance~~
~~90° Push-Up: Recommended~~
~~Modified Pull-Up: Alternative~~
~~Flexed Arm Hang: Alternative~~
~~Flexibility~~
~~Back-Saver Sit And Reach: Optional~~
~~Shoulder Stretch: Optional~~

	CPAT Requirements	Stair Climb	Ladder Raise and Extension	Hose Drag	Equipment Carry	Forceful Entry	Search	Rescue Drag	Ceiling Pull
PE Framework									
PE1		x	x	x	x	x	x	x	x
PE2		x	x	x	x	x	x	x	x
PE3		x	x	x	x	x	x	x	x
PE4		x	x	x	x	x	x	x	x
PE5		x	x	x	x	x	x	x	x
PE6		x	x	x	x	x	x	x	x

Candidate Physical Ability Test (CPAT) Requirements

- ~~—Stair Climb (climbing stairs while carrying an additional 25 lb. simulated hose pack),~~
- ~~—Ladder Raise and Extension (placing a ground ladder at the fire scene and extending the ladder to the roof or a window),~~
- ~~—Hose Drag (stretching uncharged hoselines, advancing lines),~~
- ~~—Equipment Carry (removing and carrying equipment from fire apparatus to fireground),~~
- ~~—Forceful Entry (penetrating a locked door, breaching a wall) and~~
- ~~—Search (crawling through dark unpredictable areas to search for victims).~~
- ~~—Rescue Drag (removing victim or partner from a fire building)~~
- ~~—Ceiling Pull (locating fire and checking for fire extension)~~