



2022 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, 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.

Table of Contents

| | |
|--|----|
| Acknowledgments..... | 3 |
| Standards..... | 5 |
| Preface..... | 6 |
| Mississippi Teacher Professional Resources | 7 |
| Executive Summary | 8 |
| Course Outlines..... | 10 |
| Career Pathway Outlook..... | 14 |
| Professional Organizations | 17 |
| Using This Document | 18 |
| Unit 1: Program Orientation | 19 |
| Unit 2: Introduction to the Criminal Justice System..... | 20 |
| Unit 3: Introduction to Law Enforcement..... | 22 |
| Unit 4: Introduction to Forensics and Crime Scene Investigations | 23 |
| Unit 5: Careers in the Military | 24 |
| Unit 6: Program Orientation | 25 |
| Unit 7: Fire Protection | 26 |
| Unit 8: Emergency Medical Services | 27 |
| Unit 9: Emergency Management | 28 |
| Unit 10: Introduction to Emergency Communications..... | 29 |
| Student Competency Profile | 30 |
| Appendix A: Industry Standards..... | 32 |

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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. Permission does not constitute an endorsement by ISTE.

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 |
|---------------------------------------|
|---------------------------------------|

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|--|
| 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