



Court Systems and Practices

Primary Career Cluster:	Law, Public Safety, Corrections and Security
Consultant:	Sheila Carlton, (615) 532-2839, Sheila.Carlton@tn.gov
Course Code:	TBD 6150
Prerequisite(s):	<i>Principles of Law</i> and <i>Public Safety, Corrections and Security (6155)</i> and <i>Criminal Justice I (5987)</i>
Credit:	1 or 2*
Grade Level:	11-12
Graduation Requirements Substitution:	<u>This course satisfies one or two* of three credits required for an elective focus when taken in conjunction with other Law and Public Safety courses.</u> None
Programs of Study and Sequence:	This is the capstone course in the <i>Legal and Correction Services</i> program of study.
Necessary Equipment:	None
Aligned Student Organization(s):	SkillsUSA: http://www.tnskillsusa.com Brandon Hudson, (615) 532-2804, Brandon.Hudson@tn.gov
Coordinating Work-Based Learning:	If a teacher has completed work-based learning training, he or she can offer placement in Job Shadowing, Internship, or Cooperative Education. For more information, please visit http://www.tn.gov/education/cte/wb/ .
Available Student Industry Certifications:	None
Dual Credit or Dual Enrollment Opportunities:	There are no known dual credit/dual enrollment opportunities for this course. If interested in developing, reach out to a local postsecondary institution to establish an articulation agreement.
Teacher Endorsement(s):	590
Required Teacher Certifications/Training:	None
Teacher Resources:	http://www.tn.gov/education/cte/LawPublicSafetyCorrectionsSecurity.shtml

**Standards marked with an asterisk (*) serve as extension standards to be taught if course is offered for two credits.*

Course Description

Court Systems and Practices is the final course in the *Legal and Correctional Services* program of study for those students who are interested in the legal aspects of law, public safety, and corrections. This course can be taught for one or two credits, at the discretion of the instructor. Students who complete this course can identify careers in legal and correctional services, evaluate legal documents as they pertain to the rights of citizens outlined in the U.S. Constitution, and analyze the criminal court system process from arrest to parole. Standards in this course are aligned with Tennessee Common Core State Standards for English Language Arts and Literacy in Technical Subjects and Tennessee Common Core State Standards in Mathematics.**

Program of Study Application

This ~~course~~ is the final course in the *Legal and Correctional Services* program of study. For more information on the benefits and requirements of implementing this program in full, please visit the Law, Public Safety, Corrections, & Security website at <http://www.tn.gov/education/cte/LawPublicSafetyCorrectionsSecurity.shtml>.

Course Standards

Careers in Legal Services and Corrections

- 1) Research careers within Legal and Corrections Services; identify educational requirements as well as applicable licensure or credentialing requirements for specific occupations. Compare the range of skills, competencies, and professional traits required of professionals in Legal and Corrections Services. (TN CCSS Reading 2; TN CCSS Writing 4, 7, 9)
- 2) Prepare a career profile for at least one occupation in each of the four career areas in the cluster, using print, online, and/or personal interview sources to capture at minimum the following:
 - a. Job description
 - b. Essential knowledge and skills needed for the career
 - c. Program or path of study to reach occupational goals, beginning with high school and proceeding through postsecondary
 - d. Licensure and credentialing requirements
 - e. Non-educational job requirements such as physical fitness tests, minimum age, and psychological evaluations(TN CCSS Reading 1, 2; TN CCSS Writing 4, 7, 9)
- 3) Using real-time and projected labor market data, identify local, state, and out-of-state employment opportunities and potential earnings. Investigate occupations within the pathways that are projected to experience growth. Explore postsecondary education and training options for positions in the field. (TN CCSS Reading 1, 2, 7, 9; TN CCSS Writing 4, 7, 9)
- 4) Compare and contrast specific laws and rules of ethics that govern relationships among the accused and the professionals with whom they interact in the legal and corrections systems. Explore one issue (such as confidentiality, conflicts of interest, advertising, referral fees, barratry, solicitation, failure to disclose exculpatory evidence, and bribery), developing claim(s)



and counterclaim(s) to craft an argument about current practices impacting public safety professionals. (TN CCSS Reading 1, 2, 4, 6, 8; TN CCSS Writing 1, 4, 7, 9)

- 5) *Evaluate factors that contribute to effective communication between professionals and their clients, including demonstrating sensitivity to privileged conversations, language barriers, cultural differences, and individuals with special needs. Compare effective practices appropriate for an office, police station, or classroom setting. (TN CCSS Reading 2, 6)

Overview of Courts and the Criminal Justice Process

- 6) *Construct an argumentative essay developing a claim about how the U.S. Constitution, the Bill of Rights, and landmark cases such as *Miranda v. Arizona*, *Weeks v. United States*, *Mapp v. Ohio*, and/or *Escobedo v. Illinois* have affected the criminal justice system and legal professionals in particular. (TN CCSS Reading 1, 2, 6, 9; TN CCSS Writing 1, 4, 5, 7, 9)
- 7) Review the history of American court systems and create a graphic organizer illustrating the role of the courts at the local, county, state, and federal levels. (TN CCSS Reading 2, 9; TN CCSS Writing 4)
- 8) Describe the functions of the state, federal, and military court systems in criminal proceedings; compare and contrast the subject matter jurisdiction of each system, identifying where the systems overlap; explain venue and how it is determined. (TN CCSS Reading 2, 4, 5; TN CCSS Writing 4, 9)
- 9) *Explore the different ways public opinion and elected officials can affect the criminal justice process; construct a hypothetical case that includes several examples of how public opinion and/or the decisions of elected officials impacted the outcome or deliberation of professionals involved in the case. (TN CCSS Reading 2, 6; TN CCSS Writing 4, 9)

Legal Process

- 10) *Define temporary detention; discuss the circumstances law officers must identify to detain an individual as well as to conduct a frisk. Review the Landmark Supreme Court decision *Terry v. Ohio* and debate the “stop and frisk” tactics used over the last decade by the New York Police Department. (TN CCSS Reading 2, 3, 4, 6, 8; TN CCSS Writing 2, 4, 7, 9)
- 11) Identify the individual protections provided by the Fourth Amendment and describe in an informative narrative what can be considered a “reasonable expectation of privacy.” (TN CCSS Reading 2, 4; TN CCSS Writing 2, 4, 9)
- 12) *Review the Exclusionary Rule and explain in an oral argument or written narrative how it applies to the Fourth Amendment (*Mapp v. Ohio*) and the Fifth Amendment (*Miranda v. Arizona*). Describe the relationship of the fruit of the poisonous tree doctrine to the exclusionary rule (*Silverthorne Lumber Co. v. United States*). (TN CCSS Reading 2, 5, 6; TN CCSS Writing 2, 4, 9)



- 13) Explore the landmark case *New Jersey v. T.L.O.*, and discuss in groups the expectations by students of privacy on school property with respect to search and seizure. (TN CCSS Reading 1, 2)
- 14) *Identify rights provided in the Miranda warning and the circumstances under which officers and other corrections authorities are required to read them to an arrested person. Analyze the possible outcomes in a criminal case in the event the Miranda Warning is not given at the time of interrogation. Explore situations in which rights may be delayed or waived, for example, if the suspect is considered an “enemy combatant.” (TN CCSS Reading 2; TN CCSS Writing 4)
- 15) Define what constitutes an arrest. Based on provided fact patterns, identify the exceptions to the constitutional requirement of obtaining an arrest warrant. (TN CCSS Reading 2, 6; TN CCSS Writing 4, 9)
- 16) Analyze how technological advances are changing the landscape of police surveillance and discuss potential legal and ethical issues that could arise as technology continues to evolve. (TN CCSS Reading 1, 2, 6, 8; TN CCSS Writing 4, 9)

Pre-Trial Proceedings

- 17) Explain the sequence of court proceedings that comprise the pre-trial process (e.g., booking, arraignment, bail reviewed/set, complaint filed/grand jury indictment, preliminary hearing, pre-trial discovery, challenges to evidence, pre-trial hearing). Select several steps to simulate in the classroom and assign the role of the accused, prosecutor, judge, defense attorney, and police for role-play or debate. (TN CCSS Reading 2, 4, 9; TN CCSS Writing 4, 9)
- 18) Define the role of a Grand Jury in felony cases; locate the instructions provided to citizens summoned for Grand Jury duty in your county/state; review the Handbook for Federal Grand Jurors; write a narrative contrasting the role of Grand Jurors with the role of a Trial Juror. (TN CCSS Reading 2, 4, 5; TN CCSS Writing 4, 7, 9)
- 19) *Review the procedures associated with plea bargains and identify the types of pleas. In groups, argue the advantages and disadvantages of negotiating a plea bargain from both the defendant’s and prosecutor’s viewpoints, developing claim(s) and counterclaim(s) with data, evidence, and sound reasoning. (TN CCSS Reading 2, 4; TN CCSS Writing 1, 4, 9)
- 20) Describe the bail process, identifying types of bonds, factors that influence bail amount, and factors that permit the denial of bail. Explore alternatives to bail including options made possible by advances in technology. (TN CCSS Reading 2, 4; TN CCSS Writing 4, 9)

Trial

- 21) Review and identify the types of evidence that can be presented in a criminal trial. Differentiate among the various types of evidence and identify which party (defense or prosecution) has the burden of proof, including the defendant’s burden to prove the defense claimed. (TN CCSS Reading 2, 4; TN CCSS Writing 4, 9)



- 22) Explain in a narrative the purpose and types of motions and challenges to evidence, including the different elements of a motion and how they are organized. Draft an example of a motion to suppress evidence. (TN CCSS Reading 2, 4, 5; TN CCSS Writing 2, 4, 9)
- 23) Describe how a jury is selected for a criminal case. ~~Identify the number of jurors required for misdemeanor cases under local county rules compared with the number required for felony cases.~~ Explain in a narrative the *voir dire* process, providing examples of situations in which a juror can be dismissed for cause and describing how an attorney might use his or her peremptory challenges to benefit the client. (TN CCSS Reading 2, 4, 9; TN CCSS Writing 2, 4, 7, 9)
- 24) Research and identify Supreme Court decisions (such as *Batson v. Kentucky*) related to a line of rulings barring the use of race, ethnicity, and other characteristics as a basis for excluding potential jurors. Debate as a class the advantages and disadvantages of the “jury of your peers” system in America. (TN CCSS Reading 1, 2; TN CCSS Writing 1, 4, 7, 9)
- 25) Describe the role of witness testimony in a criminal trial, including such areas as exchange of information/communication between attorneys, the rules of discovery, and the laws and/or rules of ethics governing communication between witnesses and attorneys. ~~and discuss laws and/or rules of ethics governing communication between witnesses and attorneys.~~ (TN CCSS Reading 2; TN CCSS Writing 4)
- 26) Investigate news media and professional commentary on how the “CSI Effect” (televised forensic science) has affected the criminal justice system, including a juror’s decision making. Debate in groups whether or not the differences between the portrayal of the justice system in popular media and how the system actually operates have impacted the system’s ability to function effectively. (TN CCSS Reading 2, 4, 7; TN CCSS Writing 1, 4, 9)

Sentencing

- 27) Prepare an informative narrative describing the range of sentencing options in criminal trials at the federal and state levels. Identify the roles of the judge and jury in the decision-making process for each of the options noted. (TN CCSS Reading 2, 4; TN CCSS Writing 2, 4, 9)
- 28) Argue the pros and cons of indeterminate sentencing; research current sentencing trends in Tennessee and their perceived or documented effects on prisoner behavior. (TN CCSS Reading 1, 2, 8; TN CCSS Writing 1, 4, 7, 9)
- 29) Explain the options for alternative sentencing in criminal case convictions and identify the length of sentences available for alternative sentencing in Tennessee. (TN CCSS Reading 2; TN CCSS Writing 4)
- 30) *Research Tennessee legislative activity over the past decade with respect to the sentencing of juvenile offenders. Identify major legislation passed and analyze what these trends signify for the local justice system. (TN CCSS Reading 2; TN CCSS Writing 4, 9)
- 31) Identify landmark Supreme Court decisions that have addressed issues of racial discrimination and sentencing. Explore the effects of at least one decision on the sentencing outcome of a criminal case. (TN CCSS Reading 1, 2; TN CCSS Writing 4, 7, 9)



Appeals

- 32) Define what constitutes an appeal, who can file it, and at what point it can occur; explain the right to an appeal and which court decisions, at what level, are eligible for appeal. Differentiate between a traditional and interlocutory appeal. (TN CCSS Reading 2, 4, 5; TN CCSS Writing 4)
- 33) *Construct a graphic organizer to demonstrate the appeals process in the state or federal court system, identifying the roles of the appellant and appellee, the role of the appellate brief, and the stages of review. (TN CCSS Reading 2, 4; TN CCSS Writing 4)
- 34) Review the components of an appellate brief and draft an outline for a brief based on a fact-based scenario. (TN CCSS Reading 2, 5; TN CCSS Writing 4)

Punishment

- 35) Outline the common models of corrections used in the U.S. since 1900, identifying recurring trends and major reform movements in the 21st century. (TN CCSS Reading 2; TN CCSS Writing 4)
- 36) Through research, identify the offense with the highest percentage of convicted criminals currently incarcerated in Tennessee's prison system. Identify the average sentence length and analyze trends in incarceration rates in Tennessee over the past decade. (TN CCSS Reading 1, 2, 7; TN CCSS Writing 4, 7, 9)
- 37) *Calculate the costs associated with investigating, arresting, prosecuting, sentencing, and housing someone who has committed a felony. (TN CCSS Reading 7, 9; TN CCSS Writing 4, 7, 9)
- 38) *Research and evaluate the effects of public policy organizations such as the Innocence Project on public perception of the criminal justice system and the importance of DNA evidence in criminal investigations, and the ability of organizations outside the legal system to drive reform of the legal system. (TN CCSS Reading 1, 2, 6, 9; TN CCSS Writing 4, 7, 9)

Detention

- 39) Prepare a chart of the federal and state prisons and county jails in Tennessee, detailing special services or populations served and the level of security at each. Choose one institution (such as the women's state prison or the federal prison) and compare and contrast services provided at that institution to those provided at other prison facilities. (TN CCSS Reading 2, 7, 9; TN CCSS Writing 4, 6, 7, 9)
- 40) *Explain the structure of the juvenile detention system in Tennessee; explore efforts underway in the state to address the problem of disproportionate confinement. (TN CCSS Reading 2; TN CCSS Writing 4)
- 41) Search for interview transcripts, video documentation, or other published primary and secondary sources detailing first-hand testimony of contemporary prison culture and determine



how it is affected by the size and security level of the prison or the types of crimes committed by inmates. (TN CCSS Reading 7, 9; TN CCSS Writing 4)

- 42) Cite example cases whose decisions affected the rights incarcerated individuals. Describe basic prisoner rights protected by the Constitution. (TN CCSS Reading 1, 2, 9; TN CCSS Writing 2, 4, 7, 9)
- 43) *Investigate the Rules of the Tennessee Corrections Institute related to correctional facilities inspection and explain some of the minimum standards for local jails and detention facilities, addressing categories such as security, discipline, administration, medical services, and food services. (TN CCSS Reading 2, 4, 5; TN CCSS Writing 2, 4, 7, 9)
- 44) *Research at least three issues county correctional facilities in Tennessee are currently facing; identify contributing factors for each issue and debate a range of policy changes that could potentially mitigate current areas of concern. Example topics could include state reimbursement issues and support for individuals with mental health conditions. (TN CCSS Reading 1, 2, 6, 9; TN CCSS Writing 1, 4, 7, 9)

Parole and Probation

- 45) Explore the origins of parole, probation, intermediate sanctions and community corrections. Define each term and explain the interrelationship of the concepts, addressing both law enforcement and social issues in criminal justice. Debate contemporary issues in the field including growing caseloads for probation officers, use of evidence-based practices, and the changing landscape of community corrections. (TN CCSS Reading 2, 4, 8, 9; TN CCSS Writing 1, 4, 7, 9)
- 46) *Investigate data resources available through government and nonprofit sources on issues related to parole, probation, and intermediate sanctions; review research data available from the Bureau of Justice Statistics and analyze trends and success rates in the overall community supervision population. (TN CCSS Reading 7, 9; TN CCSS Writing 4, 8, 9)
- 47) Describe the purpose of post-release/re-entry programs and provide specific examples of programs available in Tennessee to assist ex-offenders as they return to society. Select one program and study its impact (both advantages and disadvantages) on former prisoners and communities over the past 5-10 years. (TN CCSS Reading 2, 7; TN CCSS Writing 2, 4, 7, 9)

*Capstone Project

A mock trial offers students the opportunity to role-play what might take place in a trial court. Typically, teams of students work together to prepare presentations from provided case materials. Students study the materials, develop their case, prepare witnesses for examination, and draft opening statements and closing arguments. The students assume the roles of attorneys and witnesses and are prepared to argue either side of the case. Professionals from the legal field often serve as judges. Most commonly, students are evaluated on the ability to make a logical, cohesive, and persuasive presentation. This experience hones a student's critical thinking, research, writing, and public speaking skills in addition to strengthening his or her ability to work effectively in teams. In this course, the **Pre-trial** and **Trial** section topics offer the most practical opportunities to integrate a mock trial experience. *The capstone project requires synthesis and demonstration of course knowledge and skills and includes research, analysis,*



reflection, and revision opportunities required for meeting all of the grade 12 TN CCSS Reading and Writing standards.

Standards Alignment Notes

**References to other standards include:

- TN CCSS Reading: [Common Core State Standards for English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects](#); Reading Standards for Literacy in Science and Technical Subjects 6-12; Grades 11-12 Students (page 62).
 - Note: While not directly aligned to one specific standard, students who are engaging in activities outlined above should be able to also demonstrate fluency in Standard 10 at the conclusion of the course.
- TN CCSS Writing: [Common Core State Standards for English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects](#); Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6-12; Grades 11-12 Students (pages 64-66).
 - Note: While not directly aligned to one specific standard, students who are engaging in activities outlined above should be able to also demonstrate fluency in Standards 3 and 10 at the conclusion of the course.
- [P21: Partnership for 21st Century Skills Framework for 21st Century Learning](#)
 - Note: While not all standards are specifically aligned, teachers will find the [framework helpful for setting expectations for student behavior in their classroom and practicing specific career readiness skills.](#)

⊖





TENNESSEE DEPARTMENT OF

EDUCATION

FIRST TO THE TOP

Criminal Justice I

Primary Career Cluster:	Law, Public Safety, Corrections and Security
Consultant:	Sheila Carlton, (615) 532-2839, Sheila.Carlton@tn.gov
Course Code(s):	5987
Prerequisite(s):	<i>Principles of Law, Corrections and Security</i> (6155)
Credit:	1
Grade Level:	10
Graduation Requirements:	This course satisfies one of three credits required for an elective focus when taken in conjunction with other Law and Public Safety courses.
Programs of Study and Sequence:	This is the second course in both the <i>Law Enforcement Services</i> and the <i>Legal and Correction Services</i> programs of study.
Necessary Equipment:	None
Aligned Student Organization(s):	SkillsUSA: http://www.tnskillsusa.org Brandon Hudson, (615) 532-2804, Brandon.Hudson@tn.gov
Coordinating Work-Based Learning:	If a teacher has completed work-based learning training, he or she can offer appropriate student placement. For more information, please visit http://www.tn.gov/education/cte/wb/ .
Available Student Industry Certifications:	None
Dual Credit or Dual Enrollment Opportunities:	A statewide dual credit challenge examination exists for this course for students to earn dual credit at Tennessee public postsecondary institutions that offer criminal justice. For more information, please visit http://www.tn.gov/education/opca/.
Teacher Endorsement(s):	590
Required Teacher Certifications/Training:	None
Teacher Resources:	http://www.tn.gov/education/cte/LawPublicSafetyCorrectionsSecurity.shtml

Course Description

Criminal Justice I is the second course in *Law Enforcement Services* and the *Legal and Correctional Services* programs of study. It serves as a comprehensive survey of how the law enforcement, legal, and correctional systems interact with each other in the United States. Current issues will be researched in

the context of local, state, and federal laws. Investigative skills will be developed in the areas of drug use, incident documentation and basic crime scene investigation. Additionally, upon completion of the course, students will understand the importance of communications and professionalism in law enforcement. Standards in this course are aligned with Tennessee Common Core State Standards for English Language Arts & Literacy in Technical Subjects.*

Program of Study Application

This is the second course in the *Law Enforcement Services* and *Legal and Correction Services* programs of study. For more information on the benefits and requirements of implementing these programs in full, please visit the Law, Public Safety, Corrections and Security website at <http://www.tn.gov/education/cte/LawPublicSafetyCorrectionsSecurity.shtml>.

Course Standards

Communications in Law Enforcement

- 1) Define communication and explain the differences in verbal and non-verbal communication. Relate the ideas and concepts surrounding communication in the following situations: with a suspect, talking to another police officer, and when communicating with the public. Role-play verbal and non-verbal communication with classmates and family members using law enforcement terminology. (TN CCSS Reading 2, 3, 4)
- 2) Describe the specific skills required of law enforcement officials in order to effectively communicate with all individuals, including those with limited English proficiency, demonstrating sensitivity to cultural differences and other potential barriers to communication. Research the Americans with Disabilities Act (ADA) guidelines for law enforcement and demonstrate effective communication practices with persons of different ages and characteristics. (TN CCSS Reading 1, 2, 3)
- 3) Research and explain the protocols for handling a call received by a 911 dispatcher or police call center. Outline the procedure in an informational brochure or public service announcement for community members. Discuss basic law enforcement communication and telecommunication information (such as mobile and hand-held radios, car radios, and mobile data terminals), types of public alerting systems, and methods by which personnel are notified of an emergency. (TN CCSS Reading 2, 3, 4; TN CCSS Writing 4, 9)
- 4) Compare and contrast communication methods among fire service personnel, emergency service responders, and law enforcement at a simulated emergency scene. Examine protocol for radio communications, communication responsibilities of police officers at the scene, arrival and progress reports, use of tactile channels and evacuation signals, and personnel accountability reports. (TN CCSS Reading 2, 9; TN CCSS Writing 4, 9)
- 5) Research the Communications Assistance for Law Enforcement Act (CALEA) and debate in an argumentative essay or oral presentation how public and private communications have been affected by increased surveillance activities. (TN CCSS Reading 1, 2; TN CCSS Writing 1, 4, 9)



Contemporary Law Enforcement

- 6) Articulate important historical events and milestones impacting the evolution of the current law enforcement services systems in the United States. Use a timeline or other graphic to illustrate the major developments, citing specific textual evidence from research. (TN CCSS Reading 1, 2, 7; TN CCSS Writing 2, 9)
- 7) Gather information from emails or interviews with local law enforcement personnel, news media, and online and print law enforcement journals to investigate the range of technologies currently used in law enforcement, such as geospatial and crime mapping, body armor, forensics, officer safety and protective technologies, and sensors and surveillance technologies. Summarize how each of these technologies is being used as well as the challenges and limitations of each. (TN CCSS Reading 1, 2, 4, 7; TN CCSS Writing 7, 8, 9)
- 8) Research the impact that social media (such as Facebook, Twitter, and YouTube) has on law enforcement with an emphasis on the following areas: potential hazards for an officer, “police baiting,” crime prevention, and criminal investigation. Draft a policy for protecting the safety of officers or citizens that addresses the issue of First Amendment rights. (TN CCSS Reading 2; TN CCSS Writing 4, 6)

Overview of Courts and the Justice Process

- 9) Differentiate between and provide examples of ~~constitutional law, case law,~~ statutory law, ~~administrative law,~~ and ~~administrative law~~ the elements of an offense. Develop a comparison chart to draw connections among example laws for each type, relevant legal concepts such as burden of proof and applicable defenses and punishments. (TN CCSS Reading 2, 4, 5; TN CCSS Writing 4, 9)
- 10) Analyze selected laws and rules listed in the Tennessee Code Annotated. Compare a law and/or rule with similar ones from other states. Explain findings in a written, oral, or digital presentation, citing references and including title of the section, chapter, who or what the code is directed at, code numbers and name of code, when the code was originally written, and when it was last updated. (TN CCSS Reading 4, 6, 8, 9; TN CCSS Writing 6, 9)
- 11) Analyze transcripts of court cases; identify and explain the roles of the participants at each stage of the trial process, including the defendant’s first appearance in court, arraignment, preliminary hearing, grand jury proceedings, motions by lawyers, jury selection, presentation of evidence, and opening and closing remarks. (TN CCSS Reading 2, 4; TN CCSS Writing 4, 8, 9)
- 12) Develop an organizational chart of all personnel within the court system required to conduct a criminal trial and a civil trial. Summarize the roles and responsibilities for each professional. Using real-time and projected labor market data, identify local and national employment opportunities and determine areas of growth. (TN CCSS Reading 2, 7; TN CCSS Writing 8, 9)
- 13) Explain the similarities, differences, and interactions among local, county, state, and federal courts systems. Describe how civil, misdemeanor, criminal, and felony cases progress through each court. (TN CCSS Reading 2, 9; TN CCSS Writing 9)



Due Process

- 14) Describe the elements necessary to conduct a lawful arrest and explain the circumstances that justify arresting an individual without an arrest warrant. Discuss the rights of individuals during the arrest process, especially in relation to the Miranda warning. (TN CCSS Reading 2, 6; TN CCSS Writing 4, 9)
- 15) Differentiate between reasonable suspicion and probable cause; describe the factors used in determining probable cause. Identify the individual protections provided by the Fourth Amendment and describe in an informative narrative what can be considered a “reasonable expectation of privacy.” (TN CCSS Reading 2, 4; TN CCSS Writing 2, 9)
- 16) Explain what is required for a law enforcement officer to conduct a search; compare and contrast situations in which searches without a warrant are permissible. (TN CCSS Reading 2, 4, 9; TN CCSS Writing 8)
- 17) Explore the constitutional rights provided to the accused by the Fifth and Sixth Amendments; discuss in groups fact-based scenarios in which an accused person’s constitutional rights were violated, including situations involving juveniles, mentally incompetent individuals, and other vulnerable or non-traditional populations. (TN CCSS Reading 2, 4, 9; TN CCSS Writing 8)

Professionalism

- 18) Define the term professionalism and how it relates to law enforcement personnel. Include in the definition the importance of traits such as integrity, intellect, industry, initiative, and impact and how professionalism is measured. Write an informational article for a local newspaper intended to promote a positive image of law enforcement, using the above criteria and information obtained from textbooks, professional law enforcement magazines, or professional law enforcement-related websites. (TN CCSS Reading 2, 4; TN CCSS Writing 2, 8, 9)
- 19) Research news media, professional print and online sources, such as the Federal Bureau of Investigation (FBI) website, for articles surrounding the public image of law enforcement. Review at least three articles on the following topics: general image of law enforcement personnel, public perceptions of the outcomes of policing, and how to improve the public perception of law enforcement. Develop a Public Service Announcement or digital presentation that shares a specific challenge and potential solutions. (TN CCSS Reading 1, 2, 9; TN CCSS Writing 6, 9)
- 20) Debate the logic surrounding the following statement on law enforcement professionalism from the *Building Trust Between the Police and the Citizens They Serve* guide, produced by the International Association of Chiefs of Police: “Crime can be reduced when community trust in law enforcement increases. That can be affected by the manner in which law enforcement professionals treat their citizens. Police departments should never tolerate excessive force or discrimination in any form.” Cite studies and court rulings surrounding the issue of law enforcement’s use of force. (TN CCSS Reading 1, 2, 9; TN CCSS Writing 1, 4, 9)



- 21) Successfully perform American Red Cross or American Heart Association Adult, Child, and Infant Basic Life Support and first aid skills. (TN CCSS Reading 3)

Crimes and Crime Scenes

- 22) Conduct a short research project using public crime statistics at the local, city, or county level. Drawing on the FBI Uniform Crime Reporting's National Crime Victimization Survey, in combination with state and local crime data, identify the prevalence of crimes related to drugs, motor vehicles, computers, and theft. Compare the retrieved data with corresponding figures at the national level; illustrate trends and other major findings in a digital presentation. (TN CCSS Reading 2, 4, 7, 9; TN CCSS Writing 7, 8, 9)
- 23) Using the U.S. Department of Justice Drug Enforcement Administration guide and other professional law enforcement databases, research and develop a handbook that might be used by law enforcement on illegal substances that outlines the following:
- a. Explanation of the Controlled Substance Act
 - ~~b.~~ ~~U.S. chemical control standards~~
 - ~~c.~~ Drug classes
 - ~~d.~~ Physical vs. psychological dependence
 - ~~e.~~ Common, chemical, and/or street name of each substance
 - ~~f.~~ Origin of substance
 - ~~g.~~ Appearance
 - ~~h.~~ ~~How it is abused~~
 - ~~i.~~ Effects on body and mind
 - ~~j.~~ Signs of overdose
 - ~~k.~~ Legal status in the U.S.
 - ~~l.~~ Procedures that should be followed when encountering an abuser
- (TN CCSS Reading 2, 3, 4, 9; TN CCSS Writing 2, 4, 8)
- 24) Describe the components of a police incident report and explain how it is used as a legal document. Given a scenario concerning a law enforcement incident, prepare a police report using correct terminology. For example, prepare the report for a motor vehicle accident or a robbery within a department store. (TN CCSS Reading 3, 4, 6, 7; TN CCSS Writing 4, 9)
- 25) Describe tactics and tools used by police during a criminal investigation (e.g., interrogations, witness interviews, line-ups, collection of physical and DNA evidence, document research, polygraph examinations). Select one investigative tool to explore in depth and write an informative narrative describing the role of the tool in the eventual outcome of a particular case. (TN CCSS Reading 4, 7; TN CCSS Writing 2, 8, 9)

Standards Alignment Notes

*References to other standards include:

- TN CCSS Reading: [Common Core State Standards for English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects](#); Reading Standards for Literacy in Science and Technical Subjects 6-12; Grades 9-10 Students (page 62).



- Note: While not directly aligned to one specific standard, students who are engaging in activities outlined above should be able to also demonstrate fluency in Standard 10 at the conclusion of the course.
- TN CCSS Writing: [Common Core State Standards for English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects](#); Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6-12; Grades 9-10 Students (pages 64-66).
 - Note: While not directly aligned to one specific standard, students who are engaging in activities outlined above should be able to also demonstrate fluency in Standards 3, 5, and 10 at the conclusion of the course.
- P21: Partnership for 21st Century Skills [Framework for 21st Century Learning](#)
 - Note: While not all standards are specifically aligned, teachers will find the framework helpful for setting expectations for student behavior in their classroom and practicing specific career readiness skills.
- *Building Trust Between the Police and the Citizens They Serve*. (2007). Retrieved from U.S. Department of Justice, Office of Community Oriented Policing Services:
<http://www.theiacp.org/portals/0/pdfs/buildingtrust.pdf>





Criminal Justice II

Primary Career Cluster:	Law, Public Safety, Corrections and Security
Consultant:	Sheila Carlton, (615) 532-2839, Sheila.Carlton@tn.gov
Course Code(s):	5987
Prerequisite(s):	<i>Criminal Justice I</i> (5987)
Credit:	1
Grade Level:	11
Graduation Requirements:	This course satisfies one of three credits required for an elective focus when taken in conjunction with other Law and Public Safety courses.
Programs of Study and Sequence:	This is the third course in the <i>Law Enforcement Services</i> program of study.
Necessary Equipment:	None
Aligned Student Organization(s):	SkillsUSA: http://www.tnskillsusa.org Brandon Hudson, (615) 532-2804, Brandon.Hudson@tn.gov
Coordinating Work-Based Learning:	If a teacher has completed work-based learning training, he or she can offer appropriate student placement. For more information, please visit http://www.tn.gov/education/cte/wb/ .
Available Student Industry Certifications:	None
Dual Credit or Dual Enrollment Opportunities:	There are no known dual credit/dual enrollment opportunities for this course. If interested in developing, reach out to a local postsecondary institution to establish an articulation agreement.
Teacher Endorsement(s):	590
Required Teacher Certifications/Training:	None
Teacher Resources:	http://www.tn.gov/education/cte/LawPublicSafetyCorrectionsSecurity.shtml

Course Description

Criminal Justice II is an integrated survey of the law and justice systems for students interested in pursuing careers in law enforcement and legal services. From initial crisis scenario management to arrest, transport, trial, and corrections, procedures and laws governing the application of justice in the

United States are examined in detail, with special emphasis on the best practices and professional traits required of law enforcement and legal professionals. This course prepares students for advanced work in crime scene analysis and forensic science, and offers strong knowledge and skill preparation for postsecondary or career opportunities in associated fields. Standards in this course are aligned with Tennessee Common Core State Standards for English Language Arts & Literacy in Technical Subjects.*

Program of Study Application

This is the third course in the *Law Enforcement Services* program of study. For more information on the benefits and requirements of implementing this program in full, please visit the Law, Public Safety, Corrections and Security website at

<http://www.tn.gov/education/cte/LawPublicSafetyCorrectionsSecurity.shtml>.

Course Standards

Situational Management

- 1) Define the terms anger, hostility, passive, aggressive, and assertive behavior in the context of law enforcement engagement with citizens (for example, in the event of an arrest or a traffic stop). Describe the strategies that law enforcement officers use to defuse hostile situations, and reflect on the factors that could exacerbate or alleviate one such situation. (TN CCSS Reading 4; TN CCSS Writing 4, 9)
- 2) Research and give examples of crisis scenarios involving children, persons with mental or physical disabilities/disorders, and those with passive, aggressive, or assertive behavior. Develop a step-by-step procedure for effectively managing each of the situations, ensuring the safety of all persons involved and maintaining ethical and professional behavior. For example, analyze a situation in which a law enforcement officer must detain a young adult impaired by an illegal substance. Cite information from at least three resources such as textbooks, interviews with law enforcement or healthcare professionals, and print or digital law enforcement journals and websites. (TN CCSS Reading 1, 2, 3, 4; TN CCSS Writing 4, 8, 9)
- 3) Summarize in an informative essay major theories surrounding crisis negotiations. Discuss a range of considerations in the negotiation of a crisis, including but not limited to communications techniques and styles, hostage safety, public safety vs. individual safety in a hostage situation, and safety of law enforcement personnel. (TN CCSS Reading 2, 8, 9; TN CCSS Writing 2, 9)
- 4) Define what constitutes bullying ~~and when law enforcement should become involved~~according to the Tennessee Department of Education School Safety Center. Relate this definition to situations when law enforcement is authorized to become involved. Describe laws that have been developed to identify and prosecute suspects of bullying. Develop a public service announcement highlighting strategies for middle and high school students to combat bullying. (TN CCSS Reading 1, 8, 9; TN CCSS Writing 6, 8, 9)
- 5) Describe in an oral or written presentation the characteristics of victims of domestic violence and child or elder abuse. Identify legal and confidentiality considerations, techniques for



interviewing suspected victims, and resources available to seek support for victims. (TN CCSS Reading 1, 2, 4, 8; TN CCSS Writing 4, 9)

- 6) Role-play in a lab or classroom setting the techniques of effective crowd management, including but not limited to deployment of crowd control methods, use of force continuum, and regulations related to the use of deadly force. (TN CCSS Reading 2, 3; TN CCSS Writing 8, 9)
- 7) Outline law enforcement ~~rules~~ and responsibilities in threats of natural disaster and potential terrorism, addressing at minimum the following elements: disaster preparedness, bomb threats and suspicious objects or persons, protection of citizens, and safety of law enforcement personnel. (TN CCSS Reading 1, 4, 9; TN CCSS Writing 4, 9)

Civil Laws

~~8) Describe the responsibilities of law enforcement officers for each of the following court orders: domestic violence protective orders, orders of no contact, and orders to pick up children. Relate examples of civil court cases detailing how and under what circumstances law enforcement officials were required to execute these orders. (TN CCSS Reading 2, 4, 8; TN CCSS Writing 4, 8, 9)~~

~~9)8) Citing laws and legal documents, outline the responsibilities of law enforcement personnel in civil law procedures for serving writs, warrants, and summons, including areas of attachment, garnishment, claim, and delivery. (TN CCSS Reading 1, 6; TN CCSS Writing 8, 9)~~

~~10)9) _____ Investigate law enforcement personnel limits on the use of force and entry into/onto private property during civil process services. Document the relevant procedure for a specific situation, such as in the Soldal v. Cook County, Illinois, case. (TN CCSS Reading 1, 2, 8; TN CCSS Writing 7, 9)~~

Alcohol and Beverage Laws

~~11)10) _____ Define alcoholic beverages and differentiate between legal and illegal alcohol sales. Cite state laws to support analysis of the differences. (TN CCSS Reading 1, 2, 8; TN CCSS Writing 8, 9)~~

~~12)11) _____ Investigate organizations that have formed over the past century to combat the negative effects of alcohol abuse in teens and adults. Relate how legislation and law enforcement practices have changed due to the efforts of these organizations. (TN CCSS Reading 1, 8, 9; TN CCSS Writing 7, 8, 9)~~

~~13)12) _____ Research laws and procedures utilized by law enforcement to address offenses for driving while intoxicated and driving under the influence. Compile the research into an oral, visual, or digital presentation, citing landmark cases upholding these laws. (TN CCSS Reading 2, 7; TN CCSS Writing 6, 9)~~

~~14)13) _____ Research the National Highway Traffic and Safety Administration (NHTSA) safety desk book for guidelines related to alcohol and drug-impaired driving. Document, according to law enforcement guidelines, the possible outcomes of the preliminary breath testing device and the three Standardized Field Sobriety Tests of horizontal gaze nystagmus, walk-and-turn, and one-leg stand. (TN CCSS Reading 1, 2, 3, 4, 9; TN CCSS Writing 4, 5, 8, 9)~~



Arrest and Transport

- ~~15)~~14) _____ Devise a written plan for completing the search of a suspect without violating the individual's rights according to Tennessee state search and seizure laws. Drawing on case studies or police training videos, role-play search and seizure procedures in a classroom/lab setting. (TN CCSS Reading 1, 3, 4; TN CCSS Writing 4, 9)
- ~~16)~~15) _____ Interpret acceptable procedures for transporting a person without violating his or her personal rights and maintaining safety for everyone involved. Debate how these procedures might require modification for juveniles, persons impaired with mental/physical diseases and disorders, and any other special population. (TN CCSS Reading 2, 4, 9; TN CCSS Writing 9)
- ~~17)~~16) _____ Summarize interrogation techniques used by law enforcement personnel as influenced by John E. Reid. Demonstrate in a role-play scenario each of the interrogation techniques while maintaining the constitutional rights of suspects and victims. (TN CCSS Reading 1, 3, 4)

Courts and the Criminal Trial Process

- ~~18)~~17) _____ Compare and contrast the specific state and federal laws and ethical issues that affect relationships among defendants and law enforcement professional, and debate these issues in an oral or written format. Discuss the application of professional/ethical codes and standards of practice. (TN CCSS Reading 2, 9; TN CCSS Writing 1)
- ~~19)~~18) _____ Examine a criminal trial case. Identify the procedures related to the testimony of the witnesses: what rules of questioning must be followed by the lawyers, what the definition of an expert witness is, who can testify, the circumstances under which testimony is deemed factual, and what qualifies as perjury. (TN CCSS Reading 2, 4, 8; TN CCSS Writing 8, 9)
- ~~20) Explore the ways that public opinion and the decisions of elected officials can affect the criminal justice process; construct a hypothetical case in which these actors influence the court system or its function, and discuss the implications. (TN CCSS Reading 2, 6; TN CCSS Writing 4, 9)~~

Initial Response to Crime Scene

- ~~21)~~19) _____ Conduct a systematic search of a simulated crime scene. Develop a sketch using triangulation, rectangular coordinates, straight-line methods, and transecting baseline coordinates following law enforcement industry standards for gathering evidence. (Include measurements, compass directions, scale of proportion, legend, key, and title.) Explain components of the search to classmates as if presenting to a jury. (TN CCSS Reading 2, 3, 4)
- ~~22)~~20) _____ Identify the common types of physical evidence, explain acceptable parameters for determining significance, and provide cautions and limitations when dealing with evidence. (TN CCSS Reading 2, 3, 5)

Corrections



~~23~~²¹) _____ Articulate important historical events and milestones impacting the evolution of the penal system in the United States. Compile a timeline or other graphic to illustrate major developments from the colonial period to today, citing specific textual evidence from research. (TN CCSS Reading 1, 2, 7; TN CCSS Writing 2, 9)

~~24~~²²) _____ Compare and contrast the various types of public and privately owned jails/prisons at the local, regional, state and federal levels. In an informational essay, provide an overview of the prison systems in the state (including local, state, and federal) that includes the following institutional characteristics: the types of prisoners housed, maximum capacity, staffing requirements, safety measures in place, levels of security or other distinguishing characteristics, and training requirements for staff (both pre-employment and professional development). (TN CCSS Reading 1, 2, 8; TN CCSS Writing 4, 9)

~~25~~²³) _____ Explain the structure of the juvenile detention system in Tennessee. Develop an argumentative essay on the efforts underway in the state to address the problem of disproportionate confinement, and evaluate the effectiveness of such efforts to date by developing appropriate claim(s) and counterclaim(s). (TN CCSS Reading 2, 5; TN CCSS Writing 1, 4)

~~26~~²⁴) _____ Explore the origins of parole, probation, and community corrections. Define each term and explain the interrelationships among the concepts, addressing the role of law enforcement and relevant social issues in criminal justice. (TN CCSS Reading 2, 4,)

Standards Alignment Notes

*References to other standards include:

- TN CCSS Reading: [Common Core State Standards for English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects](#); Reading Standards for Literacy in Science and Technical Subjects 6-12; Grades 11-12 Students (page 62).
 - Note: While not directly aligned to one specific standard, students who are engaging in activities outlined above should be able to also demonstrate fluency in Standard 10 at the conclusion of the course.
- TN CCSS Writing: [Common Core State Standards for English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects](#); Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6-12; Grades 11-12 Students (pages 64-66).
 - Note: While not directly aligned to one specific standard, students who are engaging in activities outlined above should be able to also demonstrate fluency in Standards 3 and 10 at the conclusion of the course.
- P21: Partnership for 21st Century Skills [Framework for 21st Century Learning](#)
 - Note: While not all standards are specifically aligned, teachers will find the framework helpful for setting expectations for student behavior in their classroom and practicing specific career readiness skills.





TENNESSEE DEPARTMENT OF

EDUCATION

FIRST TO THE TOP

Criminal Justice III: Investigations

Primary Career Cluster:	Law, Public Safety, Corrections and Security
Consultant:	Sheila Carlton, (615) 532-2839, Sheila.Carlton@tn.gov
Course Code(s):	5989
Prerequisite(s):	<i>Criminal Justice I (5987), Criminal Justice II (5988)</i>
Credit:	1
Grade Level:	11-12
Graduation Requirements:	This course satisfies one of three credits required for an elective focus when taken in conjunction with other Law and Public Safety courses.
Programs of Study and Sequence:	This is the final course in the <i>Law Enforcement Services</i> program of study.
Necessary Equipment:	None
Aligned Student Organization(s):	SkillsUSA: http://www.tnskillsusa.org Brandon Hudson, (615) 532-2804, Brandon.Hudson@tn.gov
Coordinating Work-Based Learning:	If a teacher has completed work-based learning training, he or she can offer appropriate student placement. For more information, please visit http://www.tn.gov/education/cte/wb/ .
Available Student Industry Certifications:	None
Dual Credit or Dual Enrollment Opportunities:	There are no known dual credit/dual enrollment opportunities for this course. If interested in developing, reach out to a local postsecondary institution to establish an articulation agreement.
Teacher Endorsement(s):	590
Required Teacher Certifications/Training:	None
Teacher Resources:	http://www.tn.gov/education/cte/LawPublicSafetyCorrectionsSecurity.shtml

Course Description

Criminal Justice III: Investigations is the final course designed to equip students with the knowledge and skills to be successful in the sciences of criminal investigations. Students will learn terminology and investigation skills related to the crime scene, aspects of criminal behavior, and applications of the

scientific inquiry to solve crimes. By utilizing the scientific inquiry method, students will obtain and analyze evidence through simulated crime scenes and evaluation of case studies. Upon completion of this course, proficient students will be able to identify careers forensic science and criminology, summarize the laws that govern the application of forensic science, and draw key connections between the history of the forensic science system and the modern legal system. Standards in this course are aligned with Tennessee Common Core State Standards for English Language Arts & Literacy in Technical Subjects and Tennessee Common Core State Standards in Mathematics.*

Program of Study Application

This is the capstone course in the *Law Enforcement Services* program of study. For more information on the benefits and requirements of implementing this program in full, please visit the Law, Public Safety, Corrections and Security website at <http://www.tn.gov/education/cte/LawPublicSafetyCorrectionsSecurity.shtml>.

Course Standards

Scope and Development of Forensic Science

- 1) Articulate important historical events and contributors impacting the evolution of forensic science and crime scene investigation in the United States. Use a timeline or other graphic to illustrate the major developments from the 16th century to today, citing specific textual evidence from textbooks, online and print journals, and other websites. Include any legislation that mandates the practice of forensic science. (TN CCSS Reading 1; TN CCSS Writing 2, 9)
- 2) Define the term Criminalistics. Research a case study that involved a criminalist and report on how his/her involvement in the case made a difference in the outcome. Cite evidence from textbooks, online and digital professional journals, and case studies to support claims. Include not only physical evidence analysis but also the application of physical and natural sciences. (TN CCSS Reading 1, 2, 6, 8; TN CCSS Writing 4, 8, 9)
- 3) Describe the eleven sections of forensic science as defined by the American Academy of Forensic Science, and discuss associated laws that guide scientific work in forensics. Develop a visual or graphic presentation to explain the roles and functions of each and relate to law and public safety careers studied in previous courses. (TN CCSS Reading 1, 4; TN CCSS Writing 6, 9)
- 4) Develop an argumentative essay that makes a claim about the influence of media on the practices of forensic science crime investigations, citing a specific trial and the investigation leading up to it. Discuss the differences between the gathering and presenting of crime scene evidence and the depiction of that system in movies and television. Develop claim(s) and counterclaim(s) without prejudice, supplying data and text-based evidence from sources consulted. (TN CCSS Reading 1, 2, 8, 9; TN CCSS Writing 1, 4, 9)
- 5) Citing information found on websites in the forensic links section of the American Academy of Forensic Science, news media, and legislation, describe the evolution of the modern crime laboratory. Discuss the features of present-day crime labs, including the differences between public and private. Explore how they have changed law enforcement and the conviction of



criminals, their services and capabilities, and the new or emerging technologies they use. (TN CCSS Reading 1, 7, 9; TN CCSS Writing 4, 8, 9)

Career Planning

- 6) Using the American Academy of Forensic Science and Young Forensic Scientist Forum, investigate occupations within forensic science. Demonstrate an understanding of each occupation by accurately articulating the following:
 - a. Roles and responsibilities of the position
 - b. Comparison of similar careers available in local, state, federal, and military systems
 - c. Educational, training, and certification requirements(TN CCSS Reading 1; TN CCSS Writing 7, 8, 9)
- 7) Develop a career profile for at least three occupations related to forensic science and criminal investigations, using print, online, and/or personal interview sources to capture at minimum the following:
 - a. Job description
 - b. Essential knowledge and skills needed for the career
 - c. Program or path of study to reach occupational goals, beginning with high school and proceeding through postsecondary
 - d. Licensure and credentialing requirements
 - e. Non-educational job requirements such as physical fitness tests, minimum age, and psychological evaluations(TN CCSS Reading 2; TN CCSS Writing 4, 9)

Elements of Investigation

- 8) Identify emerging technologies and techniques being utilized by law enforcement while gathering and processing evidence at a crime scene and in the laboratory. Review a current or recent court case that utilized one of these technologies or techniques. Write an argumentative essay debating if the technology could be an infringement on the defendant's rights. An example would be maintaining a database of DNA from birth. (TN CCSS Reading 2, 4; TN CCSS Writing 1, 8, 9)
- 9) Explain the law enforcement officer's roles and responsibilities at a crime scene and the elements of preserving and recording the crime scene; incorporate knowledge gained in previous courses related to search and seizure of persons, property, and evidence. Photograph, sketch, and make notes of a simulated crime scene to permanently record the scene following law enforcement acceptable standards. Document findings with adherence to law enforcement standards using acceptable terminology. (TN CCSS Reading 3; TN CCSS Writing 4)
- 10) During a systematic search of a simulated crime scene, identify physical evidence. Demonstrate the legal and acceptable methods for collecting, packaging, and preserving evidence, using the appropriate procedures and tools. (TN CCSS Reading 2, 3, 5; TN CCSS Writing 9)
- 11) Define the term "chain of evidence". Review a court case in which the chain of evidence was not followed, and explain the legal ramifications if the chain is disrupted; consider steps to prevent evidence being excluded from a case. (TN CCSS Reading 2, 4; TN CCSS Writing 9)



Physical Evidence Analysis

For each of the standards in this section, evaluate court case studies related to each concept.

- 12) Investigate the science surrounding the physical properties of matter, and explain how they are related to the role of the law enforcement officer when collecting evidence. Apply the principles of temperature, weight and mass, density, and refractive index in the context of forensic science. (TN CCSS Reading 4; TN CCSS Writing 4; TN CCSS Math N-Q)
- 13) Explain the physical composition of glass and relate the characteristics of various types such as tempered and laminated. Demonstrate the skill of identifying the classifications of glass fragments, and calculate the projectile path by examining glass fractures at a simulated scene. (TN CCSS Reading 1, 2, 3, 4; TN CCSS Math N-Q)
- 14) Examine the forensic tools used in a field sobriety test and a blood alcohol test, and describe legal guidelines that must be followed when performing each of these tests as they relate to the constitutional rights of suspects. Evaluate concepts of toxicology and metabolism of alcohol, and determine the effects of alcohol on persons of different weights, ages, and genders. (TN CCSS Reading 1, 3, 4, 9; TN CCSS Writing 4, 9)
- 15) Evaluate a death related to chemicals that can be harmful or poisonous to the human body, such as drugs or carbon monoxide. Describe the process for collecting and preserving toxicology evidence and the techniques used for detecting the type of substance. (TN CCSS Reading 2, 4; TN CCSS Writing 4, 9)
- 16) Analyze the scientific basis of tests performed on various body fluids and/or stains at a crime scene to determine their origins. Demonstrate collection of simulated body fluids from a staged crime scene to preserve and prevent contamination of the sample. Include in the demonstration compliance with OSHA standards of practice when dealing with blood and body fluids. (TN CCSS Reading 2, 3, 4; TN CCSS Writing 4)
- 17) Describe the techniques used to excavate bones from a crime scene and the methods for distinguishing human bones from animal bones. Identify the parameters for determining the age, sex, and possible ethnicity of a human skull. (TN CCSS Reading 1, 3, 8; TN CCSS Writing 4)
- 18) Review an autopsy report to determine the time and cause of death through evaluation of body temperature, rigor mortis, post mortem lividity, appearance of eyes, skin color, and presence of entomology. Document findings in an informative essay or other forensic report. (TN CCSS Reading 1, 2, 8; TN CCSS Writing 2)
- 19) ~~Explain the scientific basis of DNA and how it is determined through forensic analysis.~~ Debate in a written or oral presentation how DNA testing and the Combined DNA Index System (CODIS) have changed the criminal justice system, citing evidence from professional print or digital journals, case studies, court cases, or interviews with law enforcement or forensic scientists to develop claim(s) and counterclaim(s). (TN CCSS Reading 1, 2, 9; TN CCSS Writing 1, 4, 9)



- 20) Document the interpretation of a simulated bloodstain pattern, including the following information:
- Data gathered from pattern analysis concerning the violent event
 - Impact of surface texture, directionality, and angle on pattern
 - Calculation of angle of impact
 - Methods to determine the area of convergence and area of origin for impact spatter patterns
 - Whether the spatter is classified as a low-, medium-, or high-velocity impact spatter
 - How the pattern was created and distinguishing features
 - Type of spatter
- (TN CCSS Reading 1, 2, 3, 4; TN CCSS Writing 4, 7, 8, 9; TN CCSS Math N-Q)

- 21) Compare and contrast the physical and microscopic properties of human hair vs. animal hair. Demonstrate the skills of collecting and preserving hair evidence at a simulated crime scene. (TN CCSS Reading 3)

~~22) Research the history of fingerprinting and explain how its use has changed over time. Describe the fundamental principles and classifications as suggested by Sir Edward Richard Henry, Sir Francis Galton, and Dr. Juan Vucetich. (TN CCSS Reading 1, 7, 8, 9; TN CCSS Writing 4, 9)~~

~~23)22) _____~~ Explain the automated fingerprint identification system (AFIS), why it was developed, and how it is currently being utilized in law enforcement. Demonstrate the procedure for detecting fingerprints, developing latent prints, and preserving developed prints. (TN CCSS Reading 2, 4; TN CCSS Writing 2, 4)

~~24)23) _____~~ Identify the recognizable characteristics, from bullets and cartridge casings, at a staged crime scene or from a case study. Explain in a graphic presentation how these characteristics are placed in the National Integrated Ballistics Information Network and the uses of the network by local, state, and federal law enforcement. (TN CCSS Reading 2, 4; TN CCSS Writing 6)

~~25)24) _____~~ Research the concepts surrounding bullet trajectory and its uses in criminal investigations for determining victim and suspect locations and movements at a crime scene. Prepare a professional written report summarizing this information. (TN CCSS Reading 1, 2, 3, 4; TN CCSS Writing 2, 4, 5, 7, 8, 9; TN CCSS Math N-Q)

~~26)25) _____~~ Compare and contrast the various forensic techniques used at a crime scene and in the laboratory to determine gunpowder residue, shoe prints, tool marks, tire marks and bite marks. Provide a full explanation of each test. (TN CCSS Reading 2, 4; TN CCSS Writing 4, 9)

~~27) Identify and examine when a Forensic Psychologist served as a law enforcement consultant, served with inmates, served as an evaluator for a court case, or served as an expert witness in a trial involving mental health issues. Identify the responsibilities of the Forensic Psychologist when serving in these capacities, such as conducting psychological testing processes and procedures, conducting profiler procedures, and evaluating neurological examinations results~~



related to abnormal psychology and the criminal brain. (TN CCSS Reading 2, 4, 8, 9; TN CCSS Writing 7, 8, 9)

Standards Alignment Notes

*References to other standards include:

- TN CCSS Reading: [Common Core State Standards for English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects](#); Reading Standards for Literacy in Science and Technical Subjects 6-12; Grades 11-12 Students (page 62).
 - Note: While not directly aligned to one specific standard, students who are engaging in activities outlined above should be able to also demonstrate fluency in Standard 10 at the conclusion of the course.
- TN CCSS Writing: [Common Core State Standards for English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects](#); Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6-12; Grades 11-12 Students (pages 64-66).
 - Note: While not directly aligned to one specific standard, students who are engaging in activities outlined above should be able to also demonstrate fluency in Standards 3 and 10 at the conclusion of the course.
- TN CCSS Math: [Common Core State Standards for Mathematics](#); Math Standards for High School: Number and Quantity.
 - Note: The standards in this course are not meant to teach mathematical concepts. However, the concepts referenced above may provide teachers with opportunities to collaborate with mathematics educators to design project-based activities or collaborate on lesson planning. Students who are engaging in activities listed above should be able to demonstrate quantitative reasoning as applied to specific technical concepts. In addition, students will have the opportunity to practice the habits of mind as described in the eight Standards for Mathematical Practice.
- P21: Partnership for 21st Century Skills [Framework for 21st Century Learning](#)
 - Note: While not all standards are specifically aligned, teachers will find the framework helpful for setting expectations for student behavior in their classroom and practicing specific career readiness skills.





TENNESSEE DEPARTMENT OF
EDUCATION
FIRST TO THE TOP

Fire Science I

Primary Career Cluster:	Law, Public Safety, Corrections and Security
Consultant:	Sheila Carlton, (615) 532-2839, Sheila.Carlton@tn.gov
Course Code(s):	FBD 6152
Prerequisite(s):	<i>Principles of Fire and Emergency Services</i> (6154) and <i>Emergency Preparedness</i> (6151)
Credit:	1
Grade Level:	11
Graduation Requirements:	This course satisfies one of three credits required for an elective focus when taken in conjunction with other Law and Public Safety courses.
Programs of Study and Sequence:	This is the third course in the <i>Fire Management Services</i> program of study.
Necessary Equipment:	Equipment lists can be found at http://www.tn.gov/education/cte/LawPublicSafetyCorrectionsSecurity.shtml
Aligned Student Organization(s):	SkillsUSA: http://www.tnskillsusa.org Brandon Hudson, (615) 532-2804, Brandon.Hudson@tn.gov
Coordinating Work-Based Learning:	If a teacher has completed work-based learning training, he or she can offer appropriate student placement. For more information, please visit http://www.tn.gov/education/cte/wb/ .
Available Student Industry Certifications:	None
Dual Credit or Dual Enrollment Opportunities:	There are no known dual credit/dual enrollment opportunities for this course. If interested in developing, reach out to a local postsecondary institution to establish an articulation agreement.
Teacher Endorsement(s):	751
Required Teacher Certifications/Training:	Tennessee Fire Commission Fire Fighter Instructor 1
Teacher Resources:	http://www.tn.gov/education/cte/LawPublicSafetyCorrectionsSecurity.shtml

Formatted Table

Formatted: Normal

Course Description

Fire Science I is the third course in the *Fire Management Services* program of study. In this course, students will be further prepared in the technical knowledge and skills related to firefighter safety, fire behavior, building construction guidelines, and the use of firefighting equipment. Upon completion of this course, students will be able to correctly demonstrate skills associated with ropes, ladders, and fire hoses in a non-live fire situation. In order to be qualified to teach Fire Science, teachers must hold the Firefighter Instructor endorsement. Standards in this course are aligned with Tennessee Common Core State Standards for English Language Arts & Literacy in Technical Subjects as well as the National Fire Protection Association (NFPA) standards.*

Program of Study Application

This is the third course in the *Fire Management Services* program of study. For more information on the benefits and requirements of implementing this program in full, please visit the Law, Public Safety, Corrections and Security website at

<http://www.tn.gov/education/cte/LawPublicSafetyCorrectionsSecurity.shtml>.

Course Standards

Introduction to Fire Service Training

- 1) Perform the following skills of a basic level firefighter, as covered in the *Principles of Fire and Emergency Services* course, and articulate their importance:
 - a. Levels of firefighters
 - b. Organizational chart and chain of command of fire services
 - c. National Incident Management System (NIMS) Incident Command System (ICS)-100 and NIMS ICS-700 skills (completed online)
 - d. Use of Personal Protective Clothing and Equipment
 - e. Self-Contained Breathing Apparatus (SCBA)
 - f. Personal Alert Safety System (PASS)
 - g. Scene Safety
 - h. Emergency Communication, including mayday procedure
 - i. Portable Fire Extinguisher use(TN CCSS Reading 3, 4)

Incident Command Systems (Firefighter Orientation)

- 2) Construct an organizational chart of responding personnel on the scene of an incident. Describe the roles and responsibilities of each person then develop an Incident Action Plan (IAP) for a structural fire, a commercial fire, and a motor vehicle accident to which fire personnel are expected to respond. (TN CCSS Reading 4, 5; TN CCSS Writing 4, 8)
- 3) Design a plan with distinct action items, justified with sound reasoning, for stakeholders in a disaster when the NIMS-ICS is implemented. Include in the plan the personnel groups and divisions, staging of personnel, and tactical resources involved for a large emergency. Review cases where ICS is implemented to assist with the plan. (TN CCSS Reading 2, 4, 5, 8; TN CCSS Writing 1, 9)



4) Outline the responsibilities of a local fire department when an emergency incident occurs according to NIMS. Discuss the importance of NIMS in such a situation and describe the requirements to deploy a NIMS-Incident Command System. (TN CCSS Reading 4, 5, 7, 8; TN CCSS Writing 9)

4)

Safety and Health (Firefighter Safety and Health)

- 5) Research occupational hazards associated with firefighting. Identify standards of practice and acceptable firefighter health considerations that can prevent these hazards; develop a mock employee and wellness program based on findings, citing specific recommendations and data from the text. (TN CCSS Reading 1, 2, 7; TN CCSS Writing 4, 7)
- 6) Compare and contrast offensive and defensive operations at an emergency scene, including procedures related to personnel accountability, emergency escape, and rapid intervention. (TN CCSS Reading 5, 9)

Fire Behavior

- 7) Identify the physical, chemical, and kinetic changes that occur in a fire. Develop a written, oral, and digital informational presentation summarizing these changes and supplemented by relevant explanations of matter, exothermic heat reaction, endothermic heat reaction, heat, measurements of temperature, and sources of heat energy. (TN CCSS Reading 1, 7, 8; TN CCSS Writing 2, 4, 6)
- 8) Differentiate between the characteristics of a liquid fuel fire, a gas fuel fire, and a solid fuel fire. Include terminology specific to the science of fire in the explanation. Relate the types of fires in multiple structures such as inside structure, metal structure, or outside structure in an informative essay, citing information from textbooks or professional firefighter journals. (TN CCSS Reading 1, 2, 4, 9; TN CCSS Writing 2, 7, 9)
- 9) Summarize the stages of development of a fire in a compartment, examining the factors that can affect fire development. Explain in written format the multiple contributors to each stage, including specific terminology, possible preventive measures, and safety interventions. (TN CCSS Reading 2, 4, 8; TN CCSS Writing 2, 8, 9)
- 10) Explain the importance of understanding the concepts of thermal layering, rollover, flashover, isolated flames, hot-smoldering fire, and backdraft. Describe in a written, verbal, or graphic format the preventive measures and firefighter safety measures for each of these situations. (TN CCSS Reading 2, 4; TN CCSS Writing 2, 8, 9)
- 11) Firefighters can influence the behavior of a fire. Construct an explanation of the fire control theory, relating concepts of temperature reduction, fuel removal, oxygen exclusion, and chemical flame inhibition in a written or digital format. (TN CCSS Reading 2, 4, 9; TN CCSS Writing 6, 7, 8)

Formatted: Indent: Left: 0.5", Don't add space between paragraphs of the same style, Line spacing: Multiple 1.15 li, No bullets or numbering

Formatted: Indent: Left: 0.5", No bullets or numbering



Building Construction

- 12) Describe the common building materials and articulate the hazards that firefighters will encounter with each. Incorporate appropriate construction terms for each material discussed. (TN CCSS Reading 4; TN CCSS Writing 9)
- 13) NFPA 220, *Standard on Types of Building Construction*, outlines the five types of building construction. Summarize each type, the materials involved, the structural strengths and weakness of each, and the associated hazards that firefighters can expect to encounter. Estimate the growth and development of a fire according to the type of building construction. (TN CCSS Reading 4, 7, 8; TN CCSS Writing 8, 9)
- 14) Identify dangerous building conditions created by fire and fire suppression activities, including conditions that contribute to the spread and intensity of the fire, conditions that make the building susceptible to collapse, and the hazards associated with lightweight materials and truss construction. (TN CCSS Reading 2, 4; TN CCSS Writing 9)
- 15) Articulate common hazards related to electrical emergencies, and demonstrate acceptable procedures for shutting off electricity to a burning building. (TN CCSS Reading 2, 4; TN CCSS Writing 9)

Personal Protective Gear

- 16) Respiratory protection is very important in firefighting careers. Describe in detail the characteristics of effective air management. Distinguish among characteristics of toxic and non-toxic respiratory hazards, identifying physical, medical, and mental factors that affect the firefighter's ability to use respiratory protection effectively, including limitations, safety precautions, and signs and symptoms of oxygen deficiency. (TN CCSS Reading 1, 2, 4, 8; TN CCSS Writing 8, 9)
- 17) Compare and contrast the two types of self-contained breathing apparatus (SCBA) used in fire services. Identify the key functions and characteristics of the Personal Alert Safety System (PASS) or Personal Alert Device (PAD) systems and explain why they are required by NFPA 1500 standards. Understand concepts of and perform skills related to SCBA, such as:
 - a. Don SBCA: Over the head method
 - b. Don SCBA: Coat Method
 - c. Don SCBA: Seat-Mount Method
 - d. Doff SCBA
 - e. Inspect SCBA
 - f. Clean SCBA
 - g. Fill SCBA cylinder from cascade system
 - h. Controlled Breathing Techniques
 - i. Exit a constricted opening wearing standard SCBA
 - j. Change a SCBA - one person method
 - k. Change a SCBA - two person method(TN CCSS Reading 2, 3, 4, 7)



Ropes and Knots

- 18) Compare and contrast a life-safety rope and a utility rope, addressing applicable NFPA standards, rope materials, strength, and construction. Demonstrate the ability to identify different types of rope, (i.e., a life-safety rope and a utility rope), and perform the skill of coiling and uncoiling ropes. (TN CCSS Reading 3, 4)
- 19) Articulate the importance of maintaining, caring for, and inspecting ropes; perform skills related to NFPA standards for inspecting, cleaning, and storing both types of rope. Identify conditions that would warrant a rope being taken out of service. (TN CCSS Reading 3, 4)
- 20) Describe the following components when preparing to tie knots:
- Parts of a rope
 - Considerations in tying knots
 - Elements of a knot
 - Characteristics of knots commonly used in fire service
 - Rope hardware
- (TN CCSS Reading 3)
- 21) When given the proper size and amount of rope, demonstrate tying the following knots:
- Tie the single overhand knot
 - Tie a bowline
 - Tie a clove hitch
 - Tie a clove hitch around an object
 - Tie a figure eight
 - Tie a figure eight on a bight
- (TN CCSS Reading 3, 4)
- 22) Identify tools and equipment used in the practice of hoisting, incorporating safety precautions and demonstrating skills in identification related to the following:
- Hoisting an axe
 - Hoisting a pike pole
 - Hoisting a roof ladder
 - Hoisting a dry hoseline
 - Hoisting a power saw
- (TN CCSS Reading 3, 4)

Forcible Entry

- 23) Describe situations that would require forcible entry through a wood, metal, sliding, revolving, or overhead door; a window; a fire door; a gate; and a lock. Identify the tools that would be required for entry, and discuss the safety hazards and limitations of each tool. Perform the skills of cleaning, inspecting, and maintaining hand tools and equipment. (TN CCSS Reading 2, 3, 4, 6; TN CCSS Writing 8, 9)



- 24) Outline the procedures, safety precautions, use of tools, and special considerations involved in the breaching of walls and floors when entry in a door or window is not possible. Perform the skills related to forcible entry with 100% accuracy as outlined by the following:
- a. Forced entry through an inward-swinging door - two firefighter method
 - b. Forced entry through an outward-swinging door - wedge-end method
 - c. Forced entry using the through-the-lock method
 - d. Forced entry using the through-the-lock method with the K-tool
 - e. Forced entry using the through-the-lock method with the A-tool
 - f. Forced entry through padlocks
 - g. Forced entry through a double-hung window
 - h. Force entry through a glad pane window
- (TN CCSS Reading 3, 4)

Ground Ladders

- 25) Investigate the guidelines as stated by NFPA 1001 for firefighters concerning the use of ground ladders. Describe the types, parts, and functions of the ladder, materials used for ladder construction, and procedures for inspecting, cleaning, and maintaining ladders in a written or digital explanation. (TN CCSS Reading 1, 4, 5, 9; TN CCSS Writing 6, 9)
- 26) Write a mock scenario in which a ground ladder would be used by firefighter personnel. Identify the type of ladder required, the procedure for moving the ladder into place, the procedure for lifting and lowering the ladder, the procedure for climbing the ladder, and safety precautions when using the ladder. (TN CCSS Reading 2, 4; TN CCSS Writing 7, 9)
- 27) Understand the concepts of and perform the following skills with 100% accuracy related to ground ladders:
- a. Ladder Carry: one-firefighter low-shoulder method
 - b. Ladder Carry: two-Firefighter low-shoulder method
 - c. Ladder Carry: three-firefighter low-shoulder method
 - d. Tie the Halyard
 - e. Raise a ladder - one firefighter method single ladder
 - a. Raise a ladder - one firefighter method extension ladder
 - b. Raise a ladder - two firefighter flat raise
 - c. Raise a ladder - two firefighter beam raise
 - d. Raise a ladder - three- or four-two firefighter flat raise
 - e. Deploy a roof ladder – one firefighter method
 - f. Pivot a ladder - two firefighter method
 - g. Shift a ladder - one firefighter method
 - h. Shift a ladder - two firefighter method
 - i. Leg lock on a ground ladder
 - j. Assist a conscious victim down a ground ladder
 - k. Assist an unconscious victim down a ground ladder
- (TN CCSS Reading 3, 4)



Standards Alignment Notes

*References to other standards include:

- TN CCSS Reading: [Common Core State Standards for English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects](#); Reading Standards for Literacy in Science and Technical Subjects 6-12; Grades 11-12 Students (page 62).
 - Note: While not directly aligned to one specific standard, students who are engaging in activities outlined above should be able to also demonstrate fluency in Standard 10 at the conclusion of the course.
- TN CCSS Writing: [Common Core State Standards for English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects](#); Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6-12; Grades 11-12 Students (pages 64-66).
 - Note: While not directly aligned to one specific standard, students who are engaging in activities outlined above should be able to also demonstrate fluency in Standards 3, 5, and 10 at the conclusion of the course.
- P21: Partnership for 21st Century Skills [Framework for 21st Century Learning](#)
 - Note: While not all standards are specifically aligned, teachers will find the framework helpful for setting expectations for student behavior in their classroom and practicing specific career readiness skills.
- National Fire Protection Association (NFPA) [Fire Fighter Professional Qualifications](#)





TENNESSEE DEPARTMENT OF

EDUCATION

FIRST TO THE TOP

Fire Science II

Primary Career Cluster:	Law, Public Safety, Corrections and Security
Consultant:	Sheila Carlton, (615) 532-2839, Sheila.Carlton@tn.gov
Course Code(s):	7BD 5153
Prerequisite(s):	<i>Fire Science I</i> (5152) (required)
Credit:	1
Grade Level:	12
Graduation Requirements:	This course satisfies one of three credits required for an elective focus when taken in conjunction with other Law and Public Safety courses.
Programs of Study and Sequence:	This is the fourth course in the <i>Fire Management Services</i> program of study.
Necessary Equipment:	Equipment lists can be found at http://www.tn.gov/education/cte/LawPublicSafetyCorrectionsSecurity.shtml .
Aligned Student Organization(s):	SkillsUSA: http://www.tnskillsusa.org Brandon Hudson, (615) 532-2804, Brandon.Hudson@tn.gov
Coordinating Work-Based Learning:	If a teacher has completed work-based learning training, he or she can offer appropriate student placement. For more information, please visit http://www.tn.gov/education/cte/wb/ .
Available Student Industry Certifications:	None
Dual Credit or Dual Enrollment Opportunities:	There are no known dual credit/dual enrollment opportunities for this course. If interested in developing, reach out to a local postsecondary institution to establish an articulation agreement.
Teacher Endorsement(s):	751
Required Teacher Certifications/Training:	Tennessee Fire Commission Fire Fighter Instructor 1
Teacher Resources:	http://www.tn.gov/education/cte/LawPublicSafetyCorrectionsSecurity.shtml

Course Description

Fire Science II is the fourth and final course in the *Fire Management Services* program of study. Students in this course continue to acquire the skills and knowledge needed to pursue a career as a Firefighter I.

Those students who complete this course will be prepared, after graduation, to further their instruction at a training facility. Upon completion of this course, students will be able to correctly demonstrate skills associated with ventilation, water supply, fire hose and fire streams in a non-live fire situation, and safety with hazardous materials. In order to qualify to teach *Fire Science II*, teachers must hold the Firefighter Instructor endorsement and incorporate the National Fire Protection Association (NFPA) standards and codes into the course. Standards in this course are aligned with Tennessee Common Core State Standards for English Language Arts & Literacy in Technical Subjects and NFPA standards.*

Program of Study Application

This is the fourth course in the *Fire Management Services* program of study. For more information on the benefits and requirements of implementing this program in full, please visit the Law, Public Safety, Corrections and Security website at

<http://www.tn.gov/education/cte/LawPublicSafetyCorrectionsSecurity.shtml>.

Course Standards

Ventilation

- 1) Define the term ventilation as used in fire service; discuss reasons for fire-ground ventilation, principles of ventilation, considerations that affect the decision to ventilate, and challenges to ventilation in modern buildings. Review scenarios (including graphics) surrounding each and identify strategies to improve ventilation. (TN CCSS Reading 2, 4, 7; TN CCSS Writing 8, 9)
- 2) Explain theories surrounding vertical ventilation and the related safety precautions. Discuss warning signs of unsafe roof conditions, roof coverings, roof openings, and factors that reduce effectiveness when implementing vertical ventilation. Compare these findings to the same parameters associated with basement ventilation. (TN CCSS Reading 2, 4, 6; TN CCSS Writing 9)
- 3) Compare and contrast the ventilation techniques associated with various types of roofs, including flat, pitched, arched, concrete, and metal roofs. Clarify the differences between a trench ventilation maneuver and a strip ventilation maneuver. (TN CCSS Reading 1, 2, 4, 9; TN CCSS Writing 8, 9)
- 4) Infer from research the concepts surrounding horizontal ventilation, considerations for use, weather conditions that should be considered, internal and external exposures, and precautions against setting horizontal ventilation. Develop an informational essay sharing this information with other firefighter recruits. (TN CCSS Reading 1, 2, 4, 6; TN CCSS Writing 2, 4, 8, 9)
- 5) Argue the advantages and disadvantages of forced and hydraulic ventilation using positive-pressure or negative-pressure ventilation in a building filled with flammable or toxic gas that must be ventilated quickly and safely. (TN CCSS Reading 4, 9; TN CCSS Writing 1, 8)

Water Supply, Fire Hose, and Fire Streams

- 6) The use of water is an important factor in firefighting. Explain the components of water supply systems and how they can affect the success of putting out a fire, with emphasis on researching alternative, rural, and volunteer water supplies. (TN CCSS Reading 2, 3, 4; TN CCSS Writing 8, 9)



- 7) Compare and contrast the two types of fire hydrants, discussing the designs, purpose, operating principles, markings, locations, and testing procedures. Perform the skills of cleaning and inspecting fire hydrants and deploy a portable water tank. (TN CCSS Reading 4, 9)
- 8) Illustrate visually or graphically the primary aspects of fire hoses, including their construction, descriptions, sizes, and types of couplings. Perform the following Firefighter I skills:
 - a. Make a straight hose roll
 - b. Make a donut hose roll
 - c. Couple a hose - foot-tilt method
 - d. Couple a hose - two-firefighter method
 - e. Uncouple a hose - knee-press method
 - f. Uncouple a hose - two-firefighter method(TN CCSS Reading 3, 4, 8; TN CCSS Writing 6, 9)
- 9) Evaluate the NFPA 1961 *Standards on Fire Hose* concerning damage prevention, care for, and maintenance of a fire hose, as well as NFPA 1963 *Standard for Fire Hose Connections* for care of fire hose coupling. Inspect and clean a fire hose and its connections with 100% accuracy. (TN CCSS Reading 3, 4, 8; TN CCSS Writing 9)
- 10) Attach one end of a fire hose to a source of water and the other to a sprinkler. While performing the process, identify and explain the functions of the most common hose appliances and tools, as well as the types of hose rolls. (TN CCSS Reading 3, 4)
- 11) Interpret concepts related to hose loads and finishes, preconnected hose loads, and supply hose lays. Perform the following skills related to these concepts:
 - a. Make the accordion hose load
 - b. Make the horseshoe hose load
 - c. Make the flat hose load
 - d. Make the preconnected flat hose load
 - e. Make the triple layer hose load
 - f. Make the minuteman hose load
 - g. Connect to a hydrant using a forward lay
 - h. Make the reverse hose lay(TN CCSS Reading 3, 4)
- 12) Describe procedures for and safety measures related to handling, advancing, and operating a hoseline in a visual, oral, or graphic presentation. Cite information from textbooks, professional journals, or the NFPA website in the explanation. Perform the following skills with 100% accuracy:
 - a. Advance the preconnected flat hose load
 - b. Advance the minuteman hose load
 - c. Advance the triple layer hose load
 - d. Advance hose - shoulder-load method
 - e. Advance hose - working line drag method
 - f. Advance a line into a structure
 - g. Advance a line up and down an interior stairway
 - h. Advance an uncharged line up a ladder into a window



- i. Extend a hoseline
 - j. Replace a burst hoseline
- (TN CCSS Reading 2, 3, 4, 5, 8; TN CCSS Writing 6, 8, 9)

13) Research the principles of fire streams and explain the physical and chemical effects, extinguishing properties, and characteristics of water on a fire. (TN CCSS Reading 1, 2, 4; TN CCSS Writing 9)

14) Compare and contrast the types of fire stream patterns. Discuss advantages and disadvantages of each, examine the flow rate or pressure, determine if there is a need for water flow adjustment, observe pressure loss or gain, and demonstrate how to prevent a water hammer from occurring. Perform the following related skills:

- a. Operate a solid-stream nozzle
 - b. Operate a fog stream nozzle: straight, narrow fog stream, and wide fog stream
 - c. Operate a broken-stream nozzle
- (TN CCSS Reading 3, 4, 9; TN CCSS Writing 2, 7)

15) Distinguish between the solid-stream nozzle and the fog stream nozzle and the valves that are found in each. Develop a plan for care and maintenance of nozzles. (TN CCSS Reading 1, 3, 4; TN CCSS Writing 4, 8, 9)

Salvage, Overhaul, and Cause

16) Examine the procedures surrounding an overhaul operation, including potential threats to firefighters, safety measures to be followed, strategies for locating hidden fires, and tools used during an overhaul. Develop a standard of practice that every firefighter must follow surrounding overhaul procedures. (TN CCSS Reading 2, 3, 4, 5, 8; TN CCSS Writing 7, 8, 9)

17) Understand the following concepts of and perform skills related to salvage and loss control of a structure:

- a. Clean, inspect, and repair a salvage cover
- b. Roll a salvage cover for a one-firefighter spread
- c. Spread rolled salvage cover - one-firefighter method
- d. Fold a salvage cover for a one-firefighter spread
- e. Roll a salvage cover for a two-firefighter spread
- f. Spread a folded salvage cover for a two-firefighter balloon throw
- g. Construct a water chute without pike poles
- h. Construct a water chute with pike poles
- i. Construct a catchall

(TN CCSS Reading 3, 4)

Hazardous Materials

18) Summarize the Awareness-Level and Operations-Level responsibilities surrounding hazardous materials and describe the type of personal protective equipment (PPE) that should be utilized during each. Demonstrate the skills of donning and doffing appropriate PPE. (TN CCSS Reading 3, 4; TN CCSS Writing 2)



- 19) Identify the respiratory protection that is required at a hazardous scene where chemical, biological, or radioactive materials are present. Identify the agencies that provide safety guidelines and limitations for each type of respiratory protection. (TN CCSS Reading 2, 8, 9; TN CCSS Writing 8, 9)
- 20) Compare and contrast the types of protective clothing that are worn at a structural fire, a high temperature setting, and a chemical hazard. Include PPE ensembles required by U.S. EPA levels of protection, the NFPA 1194 PPE ensemble classifications, and the Mission-Oriented Protective Posture. (TN CCSS Reading 4, 9; TN CCSS Writing 7, 8)
- 21) Safety at the scene is the number one concern for emergency responders; Hazmat situations increase the potential for health hazards. Explain the following types of hazards, strategies for identifying the hazard, the required PPE, health implications, and follow-up care.
- Thermal
 - Radiological
 - Asphyxiation
 - Chemical
 - Etiological/Biological
 - Mechanical
 - Illicit laboratories
- (TN CCSS Reading 2, 4; TN CCSS Writing 9)
- 22) Research the potential outcomes associated with hazardous material incidents as determined by their properties and behavior, such as physical state, vapor pressure, boiling point, vapor density, solubility, specific gravity, persistence, and reactivity. (TN CCSS Reading 2, 4, 8; TN CCSS Writing 8, 9)
- 23) Compare and contrast different types of container shapes for bulk and non-bulk packaging. Incorporate descriptions of tank or storage type, contents that might be found in the container, and placards that might be found on each container. (TN CCSS Reading 4, 9; TN CCSS Writing 9)
- 24) Explain the difference in the regulation of hazardous material transportation between the U.S. Department of Transportation (USDOT), Transport Canada (TC), Ministry of Communications and Transportation of Mexico, and the United Nations (UN). Identify placards, labels, and markings from each of these areas as well as other markings and colors commonly found on containers. Perform skills to obtain information about a hazardous material using the USDOT's Emergency Response Guidebook (ERG):
- Using the U.N. Identification Number
 - Using the material name
 - Using the container profile
 - Using the placard
- (TN CCSS Reading 2, 4, 6; TN CCSS Writing 8, 9)



Operations at a Hazmat Incident

Skills related to Hazmat operations will be performed at a training center after student has graduated.

- 25) Create a mock scenario surrounding potential involvement with hazardous materials. Within the scenario, outline the incident priorities, management structure or jurisdiction, and incident mitigation protocols such as analyzing the situation, planning the appropriate response, implementing the incident action plan, and evaluating progress. (TN CCSS Reading 1, 2, 4, 6, 7; TN CCSS Writing 2, 8, 9)
- 26) Identify the strategic goals and tactical objects of incidents related to a hazardous situation, including but not limited to the following components:
- a. Isolation and scene control
 - b. Notification
 - c. Identification
 - d. Protection of responders and the public
 - e. Decontamination
 - f. Rescue
 - g. Spill control and leak contamination
 - h. Fire control
 - i. Crime scene management and evidence preservation
 - j. Recovery and termination
- (TN CCSS Reading 2, 4, 6; TN CCSS Writing 8, 9)

Rescue and Extrication

- 27) Develop a mock scenario in which a search and rescue would be performed in a burning structure. Outline search and safety guidelines for both victims and firefighters, procedures for obtaining information about persons in the building, the process for conducting a primary and a secondary search, and victim removal methods. Describe search methods for each room of a building and employ standard marking systems. Demonstrate the skill of exiting a hazardous area. (TN CCSS Reading 3, 4, 6, 8; TN CCSS Writing 2, 8, 9)
- 28) Evaluate research on the topic of firefighters becoming disoriented, lost, or trapped in a burning building in order to identify possible preventive measures or strategies. Cite effective rapid intervention strategies to rescue a firefighter in trouble. (TN CCSS Reading 2, 4, 8; TN CCSS Writing 2, 8, 9)
- 29) Follow precisely a complex multistep procedure when performing skills in a rescue situation, such as:
- a. Incline drag
 - b. Webbing drag
 - c. Cradle-in-arms lift/carry-one-rescuer method
 - d. Cradle-in-arms lift/carry-two-rescuer method
 - e. Chair lift/carry method - two rescuers
- (TN CCSS Reading 3, 4)



Standards Alignment Notes

*References to other standards include:

- TN CCSS Reading: [Common Core State Standards for English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects](#); Reading Standards for Literacy in Science and Technical Subjects 6-12; Grades 11-12 Students (page 62).
 - Note: While not directly aligned to one specific standard, students who are engaging in activities outlined above should be able to also demonstrate fluency in Standard 10 at the conclusion of the course.
- TN CCSS Writing: [Common Core State Standards for English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects](#); Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6-12; Grades 11-12 Students (pages 64-66).
 - Note: While not directly aligned to one specific standard, students who are engaging in activities outlined above should be able to also demonstrate fluency in Standards 3, 5 and 10 at the conclusion of the course.
- P21: Partnership for 21st Century Skills [Framework for 21st Century Learning](#)
 - Note: While not all standards are specifically aligned, teachers will find the framework helpful for setting expectations for student behavior in their classroom and practicing specific career readiness skills.
- National Fire Protection Association (NFPA) [Fire Fighter Professional Qualifications](#)





TENNESSEE DEPARTMENT OF

EDUCATION

FIRST TO THE TOP

Principles of Fire and Emergency Services

Primary Career Cluster:	Law, Public Safety, Corrections and Security
Consultant:	Sheila Carlton, (615) 532-2839, Sheila.Carlton@tn.gov
Course Code(s):	TBD <u>5154</u>
Prerequisite(s):	None
Credit:	1
Grade Level:	9
Graduation Requirements:	This course satisfies one of three credits required for an elective focus when taken in conjunction with other Law and Public Safety courses.
Programs of Study and Sequence:	This is the first course in the <i>Fire Management Services</i> program of study.
Necessary Equipment:	<u>Equipment lists can be found at</u> <u>http://www.tn.gov/education/cte/LawPublicSafetyCorrectionsSecurity.shtml</u> <u>Please refer to the teacher resources page below.</u>
Aligned Student Organization(s):	SkillsUSA: http://www.tnskillsusa.com/ Brandon Hudson, (615) 532-2804, Brandon.Hudson@tn.gov
Coordinating Work-Based Learning:	If a teacher has completed work-based learning training, he or she can offer appropriate student placement. For more information, please visit http://www.tn.gov/education/cte/wb/ .
Available Student Industry Certifications:	Please see note in the course description.
Dual Credit or Dual Enrollment Opportunities:	There are no known dual credit/dual enrollment opportunities for this course. If interested in developing, reach out to a local postsecondary institution to establish an articulation agreement.
Teacher Endorsement(s):	751
Required Teacher Certifications/Training:	Tennessee Fire Commission Fire Fighter Instructor 1
Teacher Resources:	http://www.tn.gov/education/cte/LawPublicSafetyCorrectionsSecurity.shtml

Course Description

Principles of Fire and Emergency Services is the introductory course in the *Fire Management Services* program of study. Students will be introduced to the challenging work of emergency responders in fire management services by learning regulations, health and safety protocol, communications, and operations. Upon completion of this course, if the teacher is a member of the local volunteer fire department, students who are at least 16 years of age will have met the state requirements (T.C.A. 4-24-112) for minimal training of firefighters. In order to be qualified to teach this course, teachers must hold the Firefighter Instructor I classification as recognized by the TN Fire Commission, and have a minimum of 3-5 years part-time or full-time experience. Standards in this course are aligned with Tennessee Common Core State Standards for English Language Arts & Literacy in Technical Subjects.*

Program of Study Application

This is the first course in the *Fire Management Services* program of study. For more information on the benefits and requirements of implementing this program in full, please visit the Law, Public Safety, Corrections and Security website at

<http://www.tn.gov/education/cte/LawPublicSafetyCorrectionsSecurity.shtml>.

Course Standards

Career Overview (Firefighter Orientation)

- 1) Articulate important historical events and milestones impacting the evolution of the current fire and emergency services systems in the United States. Discuss the growth of volunteer services and advances in equipment that have aided in the evolution. Use a timeline or other graphic to illustrate the major developments, citing specific textual evidence from research. (TN CCSS Reading 1, 2, 7; TN CCSS Writing 2, 9)

- 2) Prepare a paper or electronic career profile for at least one occupation in the fire services, emergency medical services, and public safety fields, to be added as part of a Law and Public Safety or Health Science portfolio. Draw on print and online sources and/or interviews with health care professionals to capture at minimum the following:
 - a. Job description
 - b. Roles and responsibilities
 - c. Essential knowledge and skills needed for the career
 - d. Program or path of study to reach occupational goals, beginning with high school and proceeding through postsecondary
 - e. Required personality traits for the career
 - f. Licensure and credentialing requirements
 - g. Non-educational job requirements such as physical fitness tests, minimum age, and psychological evaluations
 - h. Required professional attributes (such as teamwork, time management, and leadership)
 - i. National Fire Protection Association (NFPA) 1500 standards for training and National Highway Traffic Safety Administration (NHTSA) training standards(TN CCSS Reading 1, 2; TN CCSS Writing 6, 9)



- 3) Develop a reference toolkit of physical, mental, and personal requirements for personnel in fire, emergency, and public safety services. Document what the “profile of proficiency” looks like for professionals in these fields—for example, what scores are needed on a physical, mental, or emotional fitness test, and what guidelines must be followed for personal disease/disorder control.

Foundations of Fire, Emergency Services, and Public Safety (Firefighter Orientation)

- 4) Identify the types, functions, and defining features of fire services and emergency medical service systems in the United States. Compare and contrast systems in urban, suburban, and rural communities. Include the types of personnel one would find in each locale, the mission upheld by each, and any differences in culture. Create a report and/or presentation on these comparisons. (TN CCSS Reading 2, 9; TN CCSS Writing 8, 9)
- 5) Research the types and functions of all apparatuses and vehicles used in fire and emergencies services. Develop a graphic illustration of each depicting all equipment and tools found with each type of vehicle.
- 6) Generate an informational brochure to share with elementary students the scope, purpose, and organizational structure of fire and emergency services. Distinguish among public, private, and volunteer services. (TN CCSS Reading 1, 5; TN CCSS Writing 4, 9)

Regulation (Firefighter Orientation)

- 7) When emergencies occur, fire, emergency medical services (EMS), and public safety personnel are required to follow standard operating procedures (SOPs) and/or “authorization to practice” guidelines. Define the terms SOP and authorization to practice, explain the various types of SOP, and relate why an SOP should follow the priorities of life safety, incident stabilization, and property conservation intention. Develop an SOP for a fire department, an EMS department, and a public safety situation. (TN CCSS Reading 1, 2, 6, 8; TN CCSS Writing 4, 9)
- 8) Summarize the importance, purposes, components, and elements of an incident command system (ICS). Include subdivisions within the ICS structure and explain the firefighter’s role in a local incident command system. Capture those findings in a written, oral, or digital presentation, citing evidence from the investigation. (TN CCSS Reading 1, 2; TN CCSS Writing 6, 7)
- 9) Examine the concepts and principles of the National Incident Management System (NIMS) that describe how emergencies are managed, from preparedness to recovery in a large region or when multiples agencies are involved. Successfully complete Federal Emergency Management Agency (FEMA) NIMS ICS-100 and NIMS ICS-700 training courses through the Emergency Management Institute. (TN CCSS Reading 3)
- 10) During an emergency situation both private and public organizations and agencies can be involved. Identify these organizations or agencies; describe their functions, the kinds of careers available within each, the scope of their services, and jurisdiction issues that could arise.



Health and Safety (Firefighter Safety and Health)

- 11) Investigate National Fire Protection Association 1500 and National Highway Traffic Safety Administration EMS standards related to the health and safety of firefighter and EMS staff. Compare and contrast the regulations of each, including but not limited to regulations regarding the following: training and education of firefighters and EMS personnel; scene safety; electrical safety; standard operating procedures related to safety; and facility safety pertaining to fire and ambulance services. Capture the information in a written, oral, graphic, or digital presentation, citing evidence from the investigation. (TN CCSS Reading 1; TN CCSS Writing 6, 7)
- 12) Summarize the dangers associated with careers in fire, emergency response services, and public service; support analysis with examples from actual cases reported in print and digital media. Provide examples of tactics an individual could employ to prevent or mitigate risks, including injury prevention strategies such as emergency escape procedures. (TN CCSS Reading 2; TN CCSS Writing 2, 9)
- 13) Investigate critical incidence stress management procedures for professionals in the fire, emergency response, and public service sectors. Identify stressors and stress-inducing situations through interviews with professionals in the field. Collaborate with a team to identify techniques and strategies for managing and alleviating stress. Communicate recommendations in the form of a toolkit, brochure, or fact sheet to support the use of these strategies, citing evidence drawn from the investigation. (TN CCSS Reading 1, 2; TN CCSS Writing 4, 6)

Protective Clothing, Protective Equipment, and OSHA Standards (Firefighter Safety and Health)

- 14) Explain the terms personal protective clothing (turnout gear) and personal protective equipment (PPE). Describe the following for each item and demonstrate use:
 - a. Purpose
 - b. Characteristics
 - c. Guidelines for care
 - d. Limitations of each
 - e. Conditions that warrant utilizing each
- 15) Respiratory protection is very important in firefighting careers. Describe in detail the characteristics of effective air management. Distinguish between characteristics of toxic and non-toxic respiratory hazards, identifying physical, medical, and mental factors that affect the firefighter's ability to use respiratory protection effectively. Discuss the limitations of devices and techniques, safety precautions commonly employed by firefighters, and signs and symptoms of oxygen deficiency. (TN CCSS Reading 1; TN CCSS Writing 9)
- 16) Compare and contrast the two types of self-contained breathing apparatus (SCBA) used in fire services. Identify the key functions and characteristics of the Personal Alert Safety System (PASS) or Personal Alert Device (PAD) systems and explain why they are required by NFPA 1500 standards. Understand concepts of and perform skills related to SCBA, such as:
 - a. Don SBCA: Over the head method
 - b. Don SCBA: Coat Method
 - c. Don SCBA: Seat-Mount Method



- d. Doff SCBA
 - e. Inspect SCBA
 - f. Clean SCBA
 - g. Fill SCBA cylinder from cascade system
 - h. Controlled Breathing Techniques
 - i. Exit a constricted opening wearing standard SCBA
 - j. Change an SCBA-one person method
 - k. Change an SCBA-two person method
- 17) Interpret OSHA standards followed in fire, emergency, and public service careers. Explain the procedure when an encounter with hazardous waste occurs and what emergency response should be deployed. Cover the following areas in the interpretation and explanation:
- a. Blood-borne pathogen protection
 - b. Eye and face protection
 - c. Respiratory protection
 - d. Head protection
 - e. Foot protection
 - f. Electrical protection
 - g. Hand protection
 - h. Fire brigades
 - i. Don and doff personal protective clothing and personal protective equipment
- (TN CCSS Reading 1, 4)

Emergency Department Communication (Fire Department Communications)

- 18) Research and explain the protocols for handling an emergency call by fire services, emergency services, and public service personnel. Outline the procedure in an informational brochure or public service announcement for community persons. Include basic communication and telecommunication information, types of public alerting systems, and how personnel are notified of an emergency. (TN CCSS Reading 1; TN CCSS Writing 4, 9)
- 19) Compare and contrast the various forms of communications within fire services, emergency services, and public safety services or law enforcement at an emergency scene. Explore similarities and differences in radio communications, communication responsibilities of the firefighter, EMT, or police officer at the scene, arrival and progress reports, use of tactile channels, and evacuation signals and personnel accountability reports. Make a claim about the appropriate communication to use in a given situation and strengthen argument with counterclaim(s) and justification. (TN CCSS Reading 1, 4; TN CCSS Writing 1, 9)
- 20) Evaluate factors that contribute to effective communication and interview skills with patients/victims/bystanders in an emergency situation, demonstrating sensitivity to cultural differences and other potential barriers to communication. Apply effective communication and interviewing skills within a practicum setting. (TN CCSS Reading 2)
- 21) Understand the principles of and practice skills related to the following emergency communication processes:
- a. Handle business calls and reports of emergency
 - b. Use a portable radio for routine traffic



- c. Use a portable radio for emergency traffic (i.e., call a mayday)
 - d. Create an incident report
- (TN CCSS Reading 3)

Emergency Operations (Firefighter Safety and Health)

- 22) Interpret scene management and safety standards and/or protocols by writing a scenario for each of the following situations: a) traffic or highway incidents, b) violent encounters, c) crowds, d) nature of illness or mechanisms of injury, e) number of patients and/or victims, and f) personnel accountability. Identify which control zones and additional resources would be involved. (TN CCSS Reading 1; TN CCSS Writing 2, 9)
- 23) Analyze traffic laws, regulations for riding in emergency vehicles, wearing seatbelts in emergency vehicles, and driver operation standards. (TN CCSS Reading 2)
- 24) During emergency situations, personnel accountability is important. Discuss in a written, oral, or digital format the principles associated with the following: Passport System, SCBA Tag System, interior operations, emergency escape, and rapid intervention. (TN CCSS Reading 1; TN CCSS Writing 2, 9)
- 25) Understand the principles of and practice skills related to the following emergency operations:
- a. Scene Size-up with motivation of other agencies
 - b. Mounting and dismounting a fire truck or ambulance
 - c. Setting up a safe work area using traffic and scene control devices
- (TN CCSS Reading 3)
- 26) Successfully perform American Red Cross or American Heart Association Adult, Child, and Infant Basic Life Support for Healthcare Providers and first aid skills. (TN CCSS Reading 3)

Fire Behavior

- 27) Analyze the concepts surrounding the science of a fire, including areas such as:
- a. Physical and chemical properties and changes
 - b. Modes of combustion
 - c. Classification of fires
 - d. Fire triangle and tetrahedron
 - e. Heat and transmission of heat
 - f. Fuel
 - g. Oxygen
 - h. Products of combustion
- Document findings in a verbal, written, or graphic format linking information in a cohesive manner. (TN CCSS Reading 1; TN CCSS Writing 2, 9)
- 28) Explain the portable fire extinguisher rating system, then identify the types of portable fire extinguishers and the extinguishing agent characteristics. (TN CCSS Reading 4)



- 29) Understand the concepts of and perform skills related to selecting and using portable fire extinguishers:
- Given a type of fire, select the proper type of portable fire extinguisher
 - Operate a portable fire extinguisher using the PASS method of application
 - Operate a stored pressure water extinguisher
 - Operate a dry chemical (A B C) extinguisher
 - Operate a carbon dioxide extinguisher
 - Inspect a portable fire extinguisher

Standards Alignment Notes

*References to other standards include:

- TN CCSS Reading: [Common Core State Standards for English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects](#); Reading Standards for Literacy in Science and Technical Subjects 6-12; Grades 9-10 Students (page 62).
 - Note: While not directly aligned to one specific standard, students who are engaging in activities outlined above should be able to also demonstrate fluency in Standard 10 at the conclusion of the course.
- TN CCSS Writing: [Common Core State Standards for English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects](#); Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6-12; Grades 9-10 Students (pages 64-66).
 - Note: While not directly aligned to one specific standard, students who are engaging in activities outlined above should be able to also demonstrate fluency in Standards 3, 5, and 10 at the conclusion of the course.
- P21: Partnership for 21st Century Skills [Framework for 21st Century Learning](#)
 - Note: While not all standards are specifically aligned, teachers will find the framework helpful for setting expectations for student behavior in their classroom and practicing specific career readiness skills.

