Law Enforcement Evaluation Tool

2020 Curricular Materials Review

Idaho CTE Health Professions and Public Safety (HPPS) Law Enforcement Program Standards[[1]](#footnote-1)

**Publisher information**

* Publisher Name:
* Title:
* Grade Level:
* ISBN #:
* Author:
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# Instructions:

Complete the Publisher Standards Alignment Report below. Please provide written justification as to how the material meets the standard along with location references. If a justification requires additional space, please submit response on an additional document.

# Publisher STANDARDS ALIGNMENT Report:

## Standard LAW.1.0: History of Law Enforcement

### Performance Standard LAW.1.1 Social Requirement Imposed Upon Law Enforcement

| Student Competencies by Performance Standard | Justification: Provide examples from materials as evidence to support each response for this section. Provide descriptions, not just page numbers. |
| --- | --- |
| CTE LAW.1.1.1 Critique the role of law enforcement in maintaining social control. |  |
| CTE LAW.1.1.2 Prove where law enforcement receives its authority. |  |
| CTE LAW.1.1.3 Analyze the public’s need for social control. |  |

### Performance Standard LAW.1.2 English Roots of Modern Law Enforcement

| Student Competencies by Performance Standard | Justification: Provide examples from materials as evidence to support each response for this section. Provide descriptions, not just page numbers. |
| --- | --- |
| CTE LAW.1.2.1 Identify the basic principles of modern law enforcement created by Robert Peel. |  |
| CTE LAW.1.2.2 Investigate modern law enforcement techniques and their development. |  |

### Performance Standard LAW.1.3 History of U.S. Law Enforcement and Its Impact on Society

| Student Competencies by Performance Standard | Justification: Provide examples from materials as evidence to support each response for this section. Provide descriptions, not just page numbers. |
| --- | --- |
| CTE LAW.1.3.1 Identify development and important events in U.S. law enforcement history. |  |
| CTE LAW.1.3.2 Determine social trends that led to law enforcement development. |  |
| CTE LAW.1.3.3 Analyze the levels of U.S. law enforcement and their jurisdictions. |  |

## Standard LAW.2.0: Law

### Performance Standard LAW.2.1 History of Law

| Student Competencies by Performance Standard | Justification: Provide examples from materials as evidence to support each response for this section. Provide descriptions, not just page numbers. |
| --- | --- |
| CTE LAW.2.1.1 Examine the history of law and the legal process. |  |

### Performance Standard LAW.2.2 Constitutional Law

| Student Competencies by Performance Standard | Justification: Provide examples from materials as evidence to support each response for this section. Provide descriptions, not just page numbers. |
| --- | --- |
| CTE LAW.2.2.1 Understand the United States Constitution and how it applies to law enforcement. |  |
| CTE LAW.2.2.2 Distinguish the purpose of the Idaho State Constitution. |  |
| CTE LAW.2.2.3 State the purpose and effect of the Bill of Rights. |  |
| CTE LAW.2.2.4 Explain the fourteenth amendment and its application to the Bill of Rights. |  |
| CTE LAW.2.2.5 Identify the importance of constitutional rights to peace officers. |  |
| CTE LAW.2.2.6 Explain the concept of judicial review. |  |
| CTE LAW.2.2.7 Identify the primary structures and characteristics of the American legal system. |  |
| CTE LAW.2.2.8 Identify and discuss the components of the criminal process from initial complaint to appeals. |  |

### Performance Standard LAW.2.3 Civil Liability Related to Law Enforcement

| Student Competencies by Performance Standard | Justification: Provide examples from materials as evidence to support each response for this section. Provide descriptions, not just page numbers. |
| --- | --- |
| CTE LAW.2.3.1 Identify the elements of federal civil rights statutes and who they protect. |  |
| CTE LAW.2.3.2 Identify the elements of federal and state statutes that relate to civil and criminal liability of local law enforcement officers. |  |
| CTE LAW.2.3.3 Identify the defense of qualified immunity as it pertains to false arrest and/or the use of force. |  |

### Performance Standard LAW.2.4 Criminal Law and Law Enforcement

| Student Competencies by Performance Standard | Justification: Provide examples from materials as evidence to support each response for this section. Provide descriptions, not just page numbers. |
| --- | --- |
| CTE LAW.2.4.1 Identify the different types of laws and the purpose they serve. |  |
| CTE LAW.2.4.2 Understand the primary differences between civil and criminal law. |  |
| CTE LAW.2.4.3 Explain the difference between procedural law and substantive criminal law. |  |
| CTE LAW.2.4.4 Differentiate between felonies, misdemeanor, and ordinance violations. |  |
| CTE LAW.2.4.5 List and define the basic elements of a crime. |  |

### Performance Standard LAW.2.5 Idaho Law

| Student Competencies by Performance Standard | Justification: Provide examples from materials as evidence to support each response for this section. Provide descriptions, not just page numbers. |
| --- | --- |
| CTE LAW.2.5.1 Develop an understanding of the following:* Idaho criminal code
* Search seizure
* Constitutional law
* Court room procedures/rules of evidence
* Fish and Game Laws
* Liquor Laws
* Brand Laws
* Traffic Laws/Vehicle Code
* Laws of Arrest
 |  |
| CTE LAW.2.5.2 Examine the provisions of the fourth amendment relating to searches and seizures. |  |

## Standard LAW.3.0: Procedural Law

### Performance Standard LAW. 3.1 Procedural Law in Law Enforcement

| Student Competencies by Performance Standard | Justification: Provide examples from materials as evidence to support each response for this section. Provide descriptions, not just page numbers. |
| --- | --- |
| CTE LAW.3.1.1 Differentiate the elements required to establish “reasonable suspicion” and probable cause. |  |
| CTE LAW.3.1.2 Define and explain the “exclusionary rule.” |  |
| CTE LAW.3.1.3 Identify the requirements and scope of both a lawful “stop” and lawful “frisk.” |  |
| CTE LAW.3.1.4 Examine the provisions of the fifth amendment and the application of Miranda Rights. |  |
| CTE LAW.3.1.5 Explain the process for securing, executing and returning a search warrant. |  |
| CTE LAW.3.1.6 Identify the statutes that govern the power of the peace officer to make an arrest. |  |

## Standard LAW.4.0: Ethics and Professionalism

### Performance Standard LAW.4.1 Ethics

| Student Competencies by Performance Standard | Justification: Provide examples from materials as evidence to support each response for this section. Provide descriptions, not just page numbers. |
| --- | --- |
| CTE LAW.4.1.1 Identify personal and long-term consequences for unethical behaviors. |  |
| CTE LAW.4.1.2 Identify legal and ethical considerations in decision making. |  |
| CTE LAW.4.1.3 Formulate appropriate responses to illegal/unethical situations. |  |
| CTE LAW.4.1.4 Explain why the highest ethical and moral standards are necessary for law enforcement officers both on and off duty. |  |
| CTE LAW.4.1.5 Review the Idaho Code of Ethics. |  |
| CTE LAW.4.1.6 Evaluate examples of unethical/immoral conduct by officers and how those can adversely affect the officers in the performance of their duties. |  |
| CTE LAW.4.1.7 Assess how officers build and destroy the public attitude toward their department and law enforcement by their actions. |  |
| CTE LAW.4.1.8 Critique the scope and necessity of a background check. |  |
| CTE LAW.4.1.9 Analyze the role of the internal affairs bureau within a department. |  |

### Performance Standard LAW.4.2 Interpret Written Agency Policies and Procedures

| Student Competencies by Performance Standard | Justification: Provide examples from materials as evidence to support each response for this section. Provide descriptions, not just page numbers. |
| --- | --- |
| CTE LAW.4.2.1 Review and discuss the importance of departmental policies and procedures. |  |
| CTE LAW.4.2.2 Discuss the effect of policies and procedures on a specific work situation. |  |

### Performance Standard LAW.4.3 Drill and Ceremony

| Student Competencies by Performance Standard | Justification: Provide examples from materials as evidence to support each response for this section. Provide descriptions, not just page numbers. |
| --- | --- |
| CTE LAW.4.3.1 Explain the purpose and the traditions of drill and ceremony. |  |

### Performance Standard LAW.4.4 Professional Appearance

| Student Competencies by Performance Standard | Justification: Provide examples from materials as evidence to support each response for this section. Provide descriptions, not just page numbers. |
| --- | --- |
| CTE LAW.4.4.1 Identify the importance of professional appearance in law enforcement. |  |

## Standard LAW.5.0: Fitness Readiness

### Performance Standard LAW.5.1 Health and Fitness

| Student Competencies by Performance Standard | Justification: Provide examples from materials as evidence to support each response for this section. Provide descriptions, not just page numbers. |
| --- | --- |
| CTE LAW.5.1.1 Understand the role of fitness and exercise as it pertains to the public safety field. |  |
| CTE LAW.5.1.2 Understand basic human anatomical structure as it relates to physical fitness. |  |
| CTE LAW.5.1.3 Understand the components of physical fitness and develop an awareness of an individual healthy lifestyle. |  |
| CTE LAW.5.1.4 Understand the importance of nutrition and how regular exercise influences obesity and stress. |  |
| CTE LAW.5.1.5 Understand how to develop a personal exercise program. |  |
| CTE LAW.5.1.6 Identify ways in which law enforcement personnel can practice healthy living. |  |

### Performance Standard LAW.5.2 Stress Management

| Student Competencies by Performance Standard | Justification: Provide examples from materials as evidence to support each response for this section. Provide descriptions, not just page numbers. |
| --- | --- |
| CTE LAW.5.2.1 Explain stress and its effects on the human body and mind. |  |
| CTE LAW.5.2.2 Identify stressors unique to public safety. |  |
| CTE LAW.5.2.3 Describe the signs and symptoms of distress. |  |
| CTE LAW.5.2.4 Evaluate healthy methods to manage stress and burnout. |  |
| CTE LAW.5.2.5 Describe critical incident stress and its place in public safety. |  |
| CTE LAW.5.2.6 Identify resources available to assist personnel in crisis intervention and counseling. |  |

## Standard LAW.6.0: Communication

### Performance Standard LAW.6.1 Concept of Command Presence

| Student Competencies by Performance Standard | Justification: Provide examples from materials as evidence to support each response for this section. Provide descriptions, not just page numbers. |
| --- | --- |
| CTE LAW.6.1.1 Define command presence and explain its importance in law enforcement. |  |
| CTE LAW.6.1.2 Identify barriers to effective communication. |  |
| CTE LAW.6.1.3 Identify and understand the concept of sender, message, channel, and receiver. |  |

### Performance Standard LAW.6.2 Nonverbal/Verbal Communication

| Student Competencies by Performance Standard | Justification: Provide examples from materials as evidence to support each response for this section. Provide descriptions, not just page numbers. |
| --- | --- |
| CTE LAW.6.2.1 Apply strategies for communicating with a diverse population. |  |
| CTE LAW.6.2.2 Analyze verbal behaviors when communicating with others. |  |
| CTE LAW.6.2.3 Interpret nonverbal behaviors when communicating with others. |  |
| CTE LAW.6.2.4 Demonstrate how to communicate effectively in order to foster positive partnerships within the community. |  |
| CTE LAW.6.2.5 Understand the importance of public relations. |  |
| CTE LAW.6.2.6 Explain the importance of media relations.  |  |

## Standard LAW.7.0: Report Writing

### Performance Standard LAW.7.1 Effective Report Writing

| Student Competencies by Performance Standard | Justification: Provide examples from materials as evidence to support each response for this section. Provide descriptions, not just page numbers. |
| --- | --- |
| CTE LAW.7.1.1 Understand the responsibilities associated with field notes. |  |
| CTE LAW.7.1.2 Understand the importance of reports. |  |
| CTE LAW.7.1.3 Identify different types of reports. |  |
| CTE LAW.7.1.4 Understand the importance of writing complete, clear, concise and factual reports. |  |
| CTE LAW.7.1.5 Identify the elements of report writing. |  |
| CTE LAW.7.1.6 Identify and demonstrate characteristics of effective report writing. |  |
| CTE LAW.7.1.7 Describe the importance of effective grammar. |  |
| CTE LAW.7.1.8 Determine what reports are subject to discovery and inspection under Idaho Criminal Code 16. |  |

## Standard LAW.8.0: Incident Management

### Performance Standard LAW.8.1 National Incident Management Systems (NIMS)

| Student Competencies by Performance Standard | Justification: Provide examples from materials as evidence to support each response for this section. Provide descriptions, not just page numbers. |
| --- | --- |
| CTE LAW.8.1.1 Assess emergency and/or disaster situations as defined by NIMS. |  |
| CTE LAW.8.1.2 Define National Incident Management System (NIMS). |  |
| CTE LAW.8.1.3 Assess all levels of government of NIMS. |  |
| CTE LAW.8.1.4 Evaluate the five major components of NIMS. |  |
| CTE LAW.8.1.5 Differentiate the three key elements of NIMS. |  |
| CTE LAW.8.1.6 Describe law enforcement protocols and procedures designed to handle incidents related to homeland security, terrorism, and other disaster situations. |  |

### Performance Standard LAW.8.2 Incident Command System (ICS)

| Student Competencies by Performance Standard | Justification: Provide examples from materials as evidence to support each response for this section. Provide descriptions, not just page numbers. |
| --- | --- |
| CTE LAW.8.2.1 Define the principles of Incident Command System (ICS). |  |
| CTE LAW.8.2.2 Describe the five major functional areas of ICS. |  |
| CTE LAW.8.2.3 Explain the roles of ICS. |  |

## Standard LAW.9.0: First Aid and CPR

### Performance Standard LAW.9.1 First Aid and CPR

| Student Competencies by Performance Standard | Justification: Provide examples from materials as evidence to support each response for this section. Provide descriptions, not just page numbers. |
| --- | --- |
| CTE LAW.9.1.1 Obtain first aid and CPR training. |  |

## Standard LAW.10.0: Defensive Tactics

### Performance Standard LAW.10.1 Introduction to Defensive Tactics

| Student Competencies by Performance Standard | Justification: Provide examples from materials as evidence to support each response for this section. Provide descriptions, not just page numbers. |
| --- | --- |
| CTE LAW.10.1.1 Demonstrate proper tactical communication skills. |  |
| CTE LAW.10.1.2 Demonstrate the proper use of defensive tactics. |  |
| CTE LAW.10.1.3 List the various types of less than lethal weapons and describe how they are used by peace officers. |  |

### Performance Standard LAW.10.1 Use of Force

| Student Competencies by Performance Standard | Justification: Provide examples from materials as evidence to support each response for this section. Provide descriptions, not just page numbers. |
| --- | --- |
| CTE LAW.10.2.1 Identify the levels of force. |  |
| CTE LAW.10.2.2 Identify and explain acceptable use of force guidelines. |  |

## Standard LAW.11.0: Investigations

### Performance Standard LAW.11.1 Crime Scene Investigations

| Student Competencies by Performance Standard | Justification: Provide examples from materials as evidence to support each response for this section. Provide descriptions, not just page numbers. |
| --- | --- |
| CTE LAW.11.1.1 Identify and define a crime scene. |  |
| CTE LAW.11.1.2 State the definition of evidence. |  |
| CTE LAW.11.1.3 Understand appropriate crime scene documentation. |  |
| CTE LAW.11.1.4 Understand the ability to preserve and protect evidence. |  |
| CTE LAW.11.1.5 Identify use of modern techniques to collect evidence. |  |
| CTE LAW.11.1.6 Understand correct packaging for evidence collection. |  |
| CTE LAW.11.1.7 Define and explain the importance of the “chain of custody.” |  |
| CTE LAW.11.1.8 Distinguish between a crime against a person and a crime against property. |  |

### Performance Standard LAW.11.2 Investigative Responsibilities

| Student Competencies by Performance Standard | Justification: Provide examples from materials as evidence to support each response for this section. Provide descriptions, not just page numbers. |
| --- | --- |
| CTE LAW.11.2.1 State the importance of scene safety and administration of medical aid to injured persons. |  |
| CTE LAW.11.2.2 Analyze information to determine whether a crime has occurred. |  |
| CTE LAW.11.2.3 State the types of information that should be gathered from suspects and witnesses. |  |
| CTE LAW.11.2.4 Collect any and all information available to write a clear and accurate report. |  |
| CTE LAW.11.2.5 Demonstrate technical skills used during investigations. |  |
| CTE LAW.11.2.6 Understand the concepts of collision investigation. |  |
| CTE LAW.11.2.7 Understand drug investigations and identification. |  |
| CTE LAW.11.2.8 Understand domestic violence investigations and dynamics. |  |

## Standard LAW.12.0: Tactical Procedures

### Performance Standard LAW.12.1 Tactical Procedure in Law Enforcement

| Student Competencies by Performance Standard | Justification: Provide examples from materials as evidence to support each response for this section. Provide descriptions, not just page numbers. |
| --- | --- |
| CTE LAW.12.1.1 Conduct a basic traffic stop from start to finish. |  |
| CTE LAW.12.1.2 Demonstrate proper handcuffing techniques. |  |
| CTE LAW.12.1.3 Demonstrate defensive tactics. |  |
| CTE LAW.12.1.4 Understand an overview of emergency vehicle operations. |  |
| CTE LAW.12.1.5 Understand fire arms safety. |  |
| CTE LAW.12.1.6 Explain cell extraction. |  |
| CTE LAW.12.1.7 Understand the importance of officer safety/survival awareness. |  |
| CTE LAW.12.1.8 Identify common on duty encounters and responses. |  |
| CTE LAW.12.1.9 Understand active shooter response procedures. |  |

## Standard LAW.13.0: Detention Procedures

### Performance Standard LAW.13.1 Detention Procedures in Law Enforcement

| Student Competencies by Performance Standard | Justification: Provide examples from materials as evidence to support each response for this section. Provide descriptions, not just page numbers. |
| --- | --- |
| CTE LAW.13.1.1 Understand basic detention procedures. |  |
| CTE LAW.13.1. 2 Describe common con games. |  |
| CTE LAW.13.1.3 Understanding cell search and extraction. |  |
| CTE LAW.13.1.4 Understand jail intake and booking procedures. |  |
| CTE LAW.13.1.5 Demonstrate pat down procedures. |  |
| CTE LAW.13.1.6 Understand the use of restraints and transports. |  |

## Standard LAW.14.0: The Criminal Justice System

### Performance Standard LAW.14.1 Components of the Criminal Justice System

| Student Competencies by Performance Standard | Justification: Provide examples from materials as evidence to support each response for this section. Provide descriptions, not just page numbers. |
| --- | --- |
| CTE LAW.14.1.1 Identify the four functional components of the criminal justice system. |  |
| CTE LAW.14.1.2 Define the functions, responsibilities, and interactions of the criminal justice system components. |  |
| CTE LAW.14.1.3 Identify the various levels within the state and federal court systems. |  |
| CTE LAW.14.1.4 Differentiate between federal, state, county, and city judicial systems. |  |

### Performance Standard LAW.14.2 United States Justice Systems

| Student Competencies by Performance Standard | Justification: Provide examples from materials as evidence to support each response for this section. Provide descriptions, not just page numbers. |
| --- | --- |
| CTE LAW.14.2.1 Examine jurisdiction within the American criminal justice system. |  |
| CTE LAW.14.2.2 Identify the participants in the justice system. |  |
| CTE LAW.14.2.3 Identify the roles and responsibilities of the participants. |  |

### Performance Standard LAW.14.3 Courtroom Processes/Demeanor

| Student Competencies by Performance Standard | Justification: Provide examples from materials as evidence to support each response for this section. Provide descriptions, not just page numbers. |
| --- | --- |
| CTE LAW.14.3.1 Explain the primary purpose of testimony. |  |
| CTE LAW.14.3.2 Determined the importance of reviewing notes and reports prior to court. |  |
| CTE LAW.14.3.3 Interpret the necessity of objective, complete and truthful response of testimony. |  |
| CTE LAW.14.3.4 Recognize the importance of professional appearance, attitude and conduct. |  |
| CTE LAW.14.3.5 Explore the different procedures and hearings that an officer may testify in. |  |
| CTE LAW.14.3.6 Analyze cross-examination tactics and effective responses. |  |
| CTE LAW.14.3.7 Explain the need to maintain professional interaction with the prosecutor and defense attorney. |  |
| CTE LAW.14.3.8 Identify the importance of a pre-trial conference with the prosecutor. |  |

## Standard LAW.15.0: Patrol Functions

### Performance Standard LAW.15.1 Responsibilities of Patrol

| Student Competencies by Performance Standard | Justification: Provide examples from materials as evidence to support each response for this section. Provide descriptions, not just page numbers. |
| --- | --- |
| CTE LAW.15.1.1 Identify the role of patrol in law enforcement. |  |
| CTE LAW.15.1.2 Analyze the different types of specialized units available to patrol. |  |
| CTE LAW.15.1.3 Explain the functions of the various specialized units. |  |
| CTE LAW.15.1.4 Identify the different requirements necessary to qualify for these positions. |  |
| CTE LAW.15.1.5 Analyze the ways in which these units contribute to the effectiveness of patrol. |  |
| CTE LAW.15.1.6 Define types of patrol (e.g. directed, DDACTS, routine/random). |  |
| CTE LAW.15.1.7 Identify priorities of life and how it affects officer actions. |  |

### Performance Standard LAW.15.2 Crisis Intervention

| Student Competencies by Performance Standard | Justification: Provide examples from materials as evidence to support each response for this section. Provide descriptions, not just page numbers. |
| --- | --- |
| CTE LAW.15.2.1 Define crisis. |  |
| CTE LAW.15.2.2 Evaluate the four stages of a crisis. |  |
| CTE LAW.15.2.3 Understand special needs citizens and proper response. |  |
| CTE LAW.15.2.4 Analyze the behaviors associated with the effects of drug and alcohol use. |  |
| CTE LAW.15.2.5 Understand the type of crisis intervention training available for law enforcement personnel. |  |
| CTE LAW.15.2.6 Analyze appropriate responses to crisis. |  |
| CTE LAW.15.2.7 Explain the impact crisis intervention training has had on the community. |  |
| CTE LAW.15.2.8 Explain Idaho code relative to protective custodies. |  |

### Performance Standard LAW.15.3 Community Policing

| Student Competencies by Performance Standard | Justification: Provide examples from materials as evidence to support each response for this section. Provide descriptions, not just page numbers. |
| --- | --- |
| CTE LAW.15.3.1 Explain concepts of community oriented-policing and problem-oriented policing. |  |
| CTE LAW.15.3.2 Identify the three core components. |  |
| CTE LAW.15.3.3 Define problem-solving concepts. |  |
| CTE LAW.15.3.4 Define and demonstrate the Scanning, Analysis Response and Assessment (SARA) problem solving model. |  |
| CTE LAW.15.3.5 Discuss partnerships and their importance in community policing. |  |
| CTE LAW.15.3.6 Apply community-oriented policing to different scenarios. |  |
| CTE LAW.15.3.7 Discuss current events and the impact on law enforcement. |  |
| CTE LAW.15.3.8 Explain importance of crime prevention. |  |
| CTE LAW.15.3.9 Categorize police actions into proactive/reactive responses. |  |

## Standard LAW.16.0: Diversity

### Performance Standard LAW.16.1 Cultural Diversity

| Student Competencies by Performance Standard | Justification: Provide examples from materials as evidence to support each response for this section. Provide descriptions, not just page numbers. |
| --- | --- |
| CTE LAW.16.1.1 Analyze cultural diversity and its impact on law enforcement. |  |
| CTE LAW.16.1.2 Understand the importance of diverse and multicultural representation in law enforcement. |  |
| CTE LAW.16.1.3 Examine law enforcement solutions to language barriers. |  |
| CTE LAW.16.1.4 Identify accommodations used to assist individuals with disabilities. |  |
| CTE LAW.16.1.5 Understand personal bias. |  |
| CTE LAW.16.1.6 Analyze the cultural differences in communications. |  |

## Standard 17.0: Concepts of Interviews and Interrogations

### Performance Standard LAW.17.1 Interview Techniques and Interrogation Tactics

| Student Competencies by Performance Standard | Justification: Provide examples from materials as evidence to support each response for this section. Provide descriptions, not just page numbers. |
| --- | --- |
| CTE LAW.17.1.1 Identify and demonstrate effective listening skills. |  |
| CTE LAW.17.1.2 Identify and demonstrate effective interview techniques. |  |
| CTE LAW.17.1.3 Describe the requirements for a legal interrogation (Miranda, etc.) |  |
| CTE LAW.17.1.4 Compare and contrast interviews and interrogations. |  |
| CTE LAW.17.1.5 Define and explain types of interview (victim, witness, suspect, juvenile, etc.) |  |
| CTE LAW.17.1.6 Analyze interview and interrogation methods and techniques. |  |

## Standard 18.0: Career Exploration in Criminal Justice Fields

### Performance Standard LAW.18.1 Career Opportunities

| Student Competencies by Performance Standard | Justification: Provide examples from materials as evidence to support each response for this section. Provide descriptions, not just page numbers. |
| --- | --- |
| CTE LAW.18.1.1 Explore career training opportunities in law enforcement, detention, corrections, and private security. |  |
| CTE LAW.18.1.2 Understand agencies’ requirements (background checks, medical‐hearing‐vision, etc.) and standard operating procedures. |  |
| CTE LAW.18.1.3 Understand how all organizations relate to each other (i.e. police, fire, and emergency). |  |

### Performance Standard LAW.18.2 Civilian Support Positions

| Student Competencies by Performance Standard | Justification: Provide examples from materials as evidence to support each response for this section. Provide descriptions, not just page numbers. |
| --- | --- |
| CTE LAW.18.2.1 Examine civilian career opportunities available within law enforcement. |  |
| CTE LAW.18.2.2 Recognize the requirements for civilian employment and the opportunity for career advancement. |  |
| CTE LAW.18.2.3 Evaluate the way civilian positions contribute to the success of an agency. |  |

### Performance Standard LAW.18.3 Various Areas/Departments

| Student Competencies by Performance Standard | Justification: Provide examples from materials as evidence to support each response for this section. Provide descriptions, not just page numbers. |
| --- | --- |
| CTE LAW.18.3.1 Define divisions within law enforcement departments. |  |
| CTE LAW.18.3.2 Analyze the skills needed for specific duties of policing. |  |
| CTE LAW.18.3.3 Identify the numerous agencies within each level of law enforcement. |  |
| CTE LAW.18.3.4 Analyze the jurisdictions, functions, and roles of law enforcement agencies (LEA) of local, state, federal (i.e. Department of Homeland Security), and international agencies. |  |
| CTE LAW.18.3.5 Discuss the requirements and education necessary for various agencies. |  |

# Indicators of quality Rubric:

Standards aligned and Integrated Curriculum:

| Standards | Justification: Provide examples from materials as evidence to support each response for this section. Provide descriptions, not just page numbers. |
| --- | --- |
| 1. The curriculum is based on industry-validated technical standards and competencies.
 |  |
| 1. The curriculum is aligned with relevant content and standards for core subjects, such as reading, math and science, including federal, state and/or local standards, as appropriate.
 |  |
| 1. The curriculum incorporates employability skill standards that help students succeed in the workplace, such as problem solving, critical thinking, teamwork, communications and workplace etiquette.
 |  |
| 1. The curriculum allows for student application of integrated knowledge and skills in authentic scenarios.
 |  |
| 1. Materials used reflect current workplace, industry and/or occupational practices and requirements.
 |  |

Access and Equity:

| Standards | Justification: Provide examples from materials as evidence to support each response for this section. Provide descriptions, not just page numbers. |
| --- | --- |
| 1. Materials are provided in a way that ensures all students have the opportunity to achieve success in the program of study, including by meeting Title IX, Americans with Disabilities Act and other accessibility requirements.
 |  |
| 1. Materials and assessments are free from bias, inclusive and non-discriminatory, and offered in a way that ensures all students have the opportunity to achieve success in the program of study.
 |  |
| 1. Contains guidance to support differentiated and culturally responsive (i.e., purposefully represents diverse cultures, linguistic backgrounds, learning styles and interests) instruction in the classroom so that every student’s need are addressed by including:
	1. Suggestions for how to promote equitable instruction by making connections to culture, home, neighborhood, and community as appropriate.
	2. Appropriate scaffolding, interventions, and supports, including integrated and appropriate reading, writing, listening, and speaking alternatives (e.g., translations, picture support, graphic organizers) that neither sacrifice content nor avoid language development for English language learners, special needs, or below grade level readers.
	3. Digital and print resources that provide various levels of readability.
	4. Modifications and extensions for all students, including those performing above their grade level, to deepen understanding of the content.
	5. Materials in multiple language formats.
 |  |

Student Focus:

| Standards | Justification: Provide examples from materials as evidence to support each response for this section. Provide descriptions, not just page numbers. |
| --- | --- |
| 1. The material supports the sequential and cumulative development of foundational skills and progresses in specificity to build students’ depth of knowledge and skills. Those skills are necessary for a student’s independent comprehension of grade-level complex texts and mastery of tasks called for by the standards.
 |  |
| 1. Content and standards within the program of study are non-duplicative and vertically aligned to prepare students to transition seamlessly to the next level of education.
 |  |
| 1. The material provides many and varied opportunities for students to work with each standard within the grade level.
 |  |
| 1. The material cross-refers and integrates other content areas.
 |  |
| 1. The material has a balance of text types and lengths that encourage close, in-depth reading and rereading, analysis, comparison, and synthesis of texts.
 |  |
| 1. The material includes sufficient supplementary activities or assignments that are appropriately integrated into the text.
 |  |
| 1. The material has activities and assignments that develop problem-solving skills and foster synthesis and inquiry at both an individual and group level.
 |  |
| 1. The material has activities and assignments that reflect varied learning styles of students.
 |  |
| 1. The material includes appropriate instructional strategies.
 |  |
| 1. Project-based learning and related instructional approaches, such as problem-based, inquiry-based and challenge-based learning, are fully integrated into the material.
 |  |

Pedagogical Approach:

| Standards | Justification: Provide examples from materials as evidence to support each response for this section. Provide descriptions, not just page numbers. |
| --- | --- |
| 1. Provides guidance for teachers throughout for how learning experiences build on each other to support students in developing a deep understanding of the content.
 |  |
| 1. Provides scaffolded supports for teachers to facilitate learning of the content so that students are increasingly responsible for making sense of the content.
 |  |
| 1. The material provides opportunities for supporting English language learners to regularly and actively participate with grade-level text.
 |  |
| 1. The material gives clear and concise instruction to teachers and students. It is easy to navigate and understand.
 |  |
| 1. Includes appropriate academic and content-specific vocabulary in the context of the learning experience that is accessible, introduced, reinforced, reviewed, and augmented with visual representations when appropriate.
 |  |
| 1. Allows teachers to access, revise, and print form digital resources (e.g., readings, labs, assessments, rubrics).
 |  |
| 1. Uses varied modes (selected, constructed, project-based, extended response, and performance tasks) of instruction-embedded pre-, formative, summative, peer, and, self-assessment measures of learning.
 |  |
| 1. Includes editable and aligned rubrics, scoring guidelines, and exemplars that provide guidance for assessing student performance and to support teachers in planning instruction and providing ongoing feedback to students.
 |  |
| 1. Provides multiple opportunities for students to demonstrate and receive feedback on performance of practices connected with their understanding of concepts.
 |  |

Presentation and Design:

| Standards | Justification: Provide examples from materials as evidence to support each response for this section. Provide descriptions, not just page numbers. |
| --- | --- |
| 1. The material has an aesthetically appealing appearance.
 |  |
| 1. Digital and print materials are consistently formatted, visually focused, and uncluttered for efficient use.
 |  |
| 1. The material has a reasonable and appropriate balance between text and illustration. The material has grade-appropriate font size.
 |  |
| 1. The illustrations clearly cross-reference the text, are directly relevant to the content (not simply decorative), and promote thinking, discussion, and problem solving.
 |  |
| 1. Non-text content (performance clips, images, maps, globes, graphs, pictures, charts, databases, and models) are accurate and well integrated into the text.
 |  |

Technology:

| Standards | Justification: Provide examples from materials as evidence to support each response for this section. Provide descriptions, not just page numbers. |
| --- | --- |
| 1. Technology and digital media support, extend, and enhance learning experiences.
 |  |
| 1. The material has “platform neutral” technology (i.e., cloud based) and availability for networking.
 |  |
| 1. The material has a user-friendly and interactive interface allowing the user to control (shift among activities).
 |  |

For Questions Contact

Content & Curriculum

Idaho State Department of Education

650 W State Street, Boise, ID 83702

208 332 6800 | [www.sde.idaho.gov](http://www.sde.idaho.gov/)

1. [Idaho HPPS Law Enforcement Program Standards](https://cte.idaho.gov/wp-content/uploads/2018/01/Law-Enforcement-Program-Standards.pdf) [↑](#footnote-ref-1)