



Department of
Education

College, Career and
Technical Education

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Career Cluster:

Law, Public Safety, Corrections, and Security

Criminal Justice I

Primary Career Cluster:	Law, Public Safety, Corrections, & Security
Course Contact:	CTE.Standards@tn.gov
Course Code(s):	C30H00
Prerequisite(s):	None
Credit:	1
Grade Level(s):	9-10
~~Focused Elective~~ Elective Focus: Graduation Requirements:	This course satisfies one of three credits required for an elective focus when taken in conjunction with other Law, Public Safety, Corrections, & Security courses.
POS Concentrator:	This course satisfies one out of two required courses to meet the Perkins V concentrator definition, when taken in sequence in the approved program of study.
Programs of Study and Sequence:	This is the first-Year 1 course in the <i>Criminal Justice and Correction Services</i> program of study.
Aligned Student Organization(s):	SkillsUSA: https://www.skillsusatn.org/
Coordinating Work-Based Learning:	Teachers are encouraged to use embedded WBL activities such as informational interviewing, job shadowing, and career mentoring. For information, visit https://www.tn.gov/education/educators/career-and-technical-education/work-based-learning.html .
Promoted Tennessee Student Industry Credentials:	Credentials are aligned with postsecondary and employment opportunities and with the competencies and skills that students acquire through their selected program of study. For a listing of promoted student industry credentials, visit https://www.tn.gov/education/educators/career-and-technical-education/student-industry-certification.html .
Teacher Endorsement(s):	590, 750
Required Teacher Certifications/Training:	Please refer to Occupational Educator Licensure Guidance for a full list. ~~None~~ Please refer to the Occupational Educator Licensure Guidance.
Required Teacher Training:	None
Teacher Resources:	https://www.tn.gov/education/educators/career-and-technical-education/career-clusters.html https://www.tn.gov/education/educators/career-and-technical-education/career-clusters/cte-cluster-law-public-safety.html Best for All Central: https://bestforall.tnedu.gov

Course at a Glance

CTE courses provide students with an opportunity to develop specific academic, technical, and ~~21st century~~21st-century skills necessary to be successful in careers ~~and in~~ life. In pursuit of ensuring every student in Tennessee achieves this level of success, we begin with rigorous course standards ~~which that~~ feed into intentionally designed programs of study.

Students engage in ~~industry-relevant~~industry-relevant content through general education integration and experiences such as career ~~& and~~ technical student organizations (CTSO) and work-based learning (WBL). Through these experiences, students are immersed with ~~industry standard~~industry-standard content and technology, solve industry-based problems, meaningfully interact with industry professionals, and use/produce ~~industry-specific~~industry-specific, informational texts.

Using a Career and Technical Student Organization (CTSO) in Your Classroom

CTSOs are a great resource to put classroom learning into real-life experiences for ~~your~~ students through classroom, regional, state, and national competitions, and leadership opportunities. Below are CTSO connections for this course; ~~note~~ this is not an exhaustive list.

- Participate in the CTSO Fall Leadership Conference to engage with peers by demonstrating logical thought processes and developing ~~industry-specific~~industry-specific skills that involve teamwork and project management.
- Participate in contests that highlight job skill demonstration; ~~interviewing~~ skills; ~~community service~~ activities, extemporaneous speaking, and job ~~interview~~interviews.
- Participate in leadership activities such as Student2Student Mentoring, National Week of Service, Officer Training, and Community Action Project.
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~~For more ideas and information, visit Tennessee SkillsUSA at~~ <https://www.skillsusatn.org/>

Using Work-~~B~~ased Learning (WBL) in Your Classroom

Sustained and coordinated activities ~~that related~~related to the course content are the key to successful work-based learning. Possible activities for this course include the following. This is not an exhaustive list.

- **Standards 1.1-31.4** | Invite a juvenile court judge or lawyer to speak about the system and graduated sanctions.
- **Standards 2.1-3.6 4-9** | Invite a police officer or sheriff to work with students on handcuffing, traffic stop safety, and critical incidents.
- **Standards 10-134.1-4.4** | Visit a 911 call center and have students speak with dispatchers about emergency services communications.
- **Standards 14-195.1-5.6** | Visit a local court and have various members of the court ~~work group~~workgroup speak to students.
- **Standards 20-247.1** | Invite a criminal attorney or paralegal to speak to the students about constitutional amendments and landmark court cases.
- **Standards 22-237.2** | Visit a local jail that has programs for students or invite a parole or probation officer to speak with the students about sentencing.

~~For more ideas and information, visit~~ <https://www.tn.gov/content/tn/education/educators/career-and-technical-education/career-clusters/cte-cluster-law-public-safety.html/>

Course Description

Criminal Justice I is the [first-Year 1](#) course in [the](#) *Criminal Justice and Correction Services* program 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. Upon completion of this course, proficient students will understand the context of local, state, and federal laws, the concepts of crime control and the judicial process, and the importance of communications and professionalism in law enforcement.

Program of Study Application

This is the first course in the *Criminal Justice and Correction Services* program of study. For more information on the benefits and requirements of implementing these programs in full, please visit the Law, Public Safety, Corrections, & Security website at <https://www.tn.gov/content/tn/education/educators/career-and-technical-education/career-clusters/cte-cluster-law-public-safety.html/>.

Course Standards

1. ~~1.~~ Career Planning and Compliance

1.1 ~~1.1~~ Career Pathways: Identify and analyze **career pathways within the Criminal Justice and Correction Services** program of study. Use supporting evidence from multiple sources, such as local job postings and Tennessee Department of Labor and Workforce Development data, to describe the essential knowledge and skills required for these careers. Complete one or more career aptitude surveys, analyze the results, and analyze how personal career aptitudes align with careers in legal services. Careers may include the following:

- a. security guard.
- b. police officer.
- c. public safety telecommunicator.
- d. correctional officer.
- e. probation officer, and
- f. private investigator.

1.2- Investigate Occupations that ~~make up~~ Make up Legal Services: Demonstrate an understanding of each occupation by accurately articulating the following:

- a. job description.
- b. roles and responsibilities of the position;
- c. essential knowledge and skills needed for the career;
- d. comparison of similar careers available in state, federal, and military legal systems;
- e. educational, training, and certification requirements; and
- f. licensure and credentialing requirements.

1.3- Career and Technical Student Organization Introduction: Introduce the program's aligned Career and Technical Student Organization (CTSO), **SkillsUSA**, through an interactive activity, such as a classroom competition.

1.4- Ethical Artificial Intelligence (AI): Explore the ethical implications of AI usage through interactive discussions and case studies, learning to identify bias, ensure fairness, and protect privacy in AI systems. Develop critical thinking skills to evaluate the societal impact of AI technologies, while fostering a sense of responsibility and ethical decision-making in their own use of AI tools.

2.- Criminal Justice System

- 4) 2.1- Areas of the Criminal Justice Systems: Explore the **history and development of the three areas of the criminal justice system**:- (1) law enforcement, (2) legal services, and (3) corrections. Compare and contrast the interrelatedness of the **three areas of the Criminal Justice system**. Include the following information:
 - a. The organization of each area.
 - b. The challenges and responsibilities of each area. and
 - c. The careers supporting each area including a brief description of each career.
- 2) 2.2- Types of Law Enforcement: Describe the **three types of law enforcement**: local, state, and federal. Provide the following information for each type:
 - a. Description of each type. (i.e., local, state, and federal).
 - b. List of agencies included in each type.
 - c. Responsibilities of each type. and
 - d. Role in emergency preparedness response and recovery.
- 3) 2.3- Juvenile Detention System: Evaluate reasons why the **juvenile system separated** from the adult legal system. Explain the **structure and processes of the juvenile detention system** including arrest procedures, intake, pretrial diversion, and transfer to adult court. Summarize the efforts underway in the state to address the problem of graduated sanctions and evaluate the effectiveness of such efforts to date.

3.- Law Enforcement and the Public

- 4) 3.1- Effects of Various Types of Crimes: Evaluate the impact of **various types of crime on individuals and communities** including cost and psychosocial effects. Using local, state, and federal statistics, determine trends and patterns in both juvenile and adult criminal activity and related problems.
- 5) 3.2- Ethics and Character: Summarize the value of **ethics, confidentiality, character**, and **credibility for law enforcement careers**. Justify the importance of personal traits such as integrity, respect, responsibility, confidentiality, and ethical behavior in the workplace and the impact they can have on career success.
- 6) 3.3- Role of Law Enforcement and Public Safety in Protection: Describe the **law enforcement/public safety agency's role in saving lives and the protection of lives and property**. Anticipate how this role can cause stress for an officer and why physical fitness and proper nutrition are critical for officers and emergency responders.

- 7) 3.4- Civil and Criminal Issues: Compare and contrast the fundamental features of **civil and criminal issues within law enforcement**. Connect each feature to actions an officer might use in the line of duty. Include a discussion of civil and criminal issues for officers related to their social media use/misuse.
- 8) 3.5- Chain of Command in Law Enforcement: Examine the **chain of command as it pertains to law enforcement leadership and officer responsibilities** differentiating the leadership qualities and roles at each level. Identify and distinguish the impact of police sub-cultures. Make generalizations about roles and leadership expectations for each position and include the characteristics and benefits of teamwork, leadership, and citizenship that apply to community, workplace, and school settings.
- 9) 3.6- Law Enforcement Techniques: Demonstrate the **following techniques along with describing the rationale behind key concepts**. May use Consider using the SkillsUSA criminal justice competition standards and competencies as a guideline:
- pProper handcuffing.
 - tTraffic stop safety and
 - rResponse to critical incidents such as domestic abuse, serious/fatal injury, wrecks, suicides, etc.

4.- Communication and Critical Thinking

- 10) 4.1- Communication Types in Law Enforcement: Define **communication and explain the differences in-between verbal and non-verbal communication**. Describe the specific skills required of law enforcement officials in order to effectively communicate and interact 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.
- 11) 4.2- Questioning Techniques: Analyze and practice asking **significant questions to clarify various points of view**. Demonstrate the use of inductive and deductive reasoning and questioning to solve predictable and unpredictable work-related problems.
- 12) 4.3- Communication Techniques: Demonstrate a variety of **appropriate and effective methods of communicating** with the public, including techniques such as professional demeanor, active listening, empathy, projecting a confident tone of voice, paraphrasing, and the proper use of nonverbal body language. Identify different types of **non-verbal communication skills**, such as body language and micro-expressions. Demonstrate these skills in a peer interview setting. Articulate changes in body language and micro-expressions in a brief observation report.
- 13) 4.4- Critical Thinking and Problem-Solving: Analyze **critical thinking and problem-solving skills used to manage emergency situations**. In a simulated emergency response situation, utilize written, electronic, and verbal communication skills while applying critical thinking and problem resolution.

5.- The Judicial Process

- 14) 5.1- Court Systems: Analyze the similarities, differences, and interactions between **local, state, and federal court systems**.
- 15) 5.2- Responsibility Differences between Criminal and Civil Trial: Differentiate all work groups within the local or state court systems required to conduct a **criminal trial and a civil trial**. Compare and contrast the **members of a court work-group** including judge, prosecutor, defense attorney, bailiff, clerk, and jury. Identify and explain the stages of a criminal trial and include the roles and authority of the workgroups in each stage.
- 16) 5.3- Pre-Trial: Analyze and summarize various **pre-trial activities** including the following:
- a. ~~Pretrial-pretrial~~ motions.
 - b. ~~Plea-plea~~ bargaining.
 - c. ~~Bail-bail~~ bonds.
 - d. ~~Arraignments~~arraignments/initial appearance.
 - e. ~~Grand-grand~~ jury, and
 - f. ~~Preliminary-preliminary~~ hearings.
- 17) 5.4- Types of Evidence Used: Assess and describe the importance of **physical and testimonial evidence, chain of custody, and witness testimony**. Explain how evidence is obtained, and the issues surrounding admissibility. Connect this information to an officer's preparation for appearing in court.
- 18) 5.5- Proof Strategies: Compare and contrast the **burden of proof strategies used by the prosecution and defense**. Survey court transcripts and identify strategies used by the prosecution and defense pointing out strategies and their relationship to the verdict.
- 19) 5.6- Juvenile Rights: Research **landmark juvenile cases and the rights of juveniles**. Use research findings to communicate the similarities and differences between the juvenile justice system and the adult system. Discuss the pros and cons of each system.

6. Crime Control, Due Process, and the Constitution

- 6.1-Crime Control and Due Process Models: Examine the **crime control and due process models of criminal justice** and how they relate, connecting their application to the concepts of crime, victimization, and criminal behavior along with the powers and restrictions that pertain to law enforcement. Address the significance of the **Broken Windows Theory as it relates to criminal behavior**.
- 20)
- 21) 6.2- Project-Based Learning and Data Analysis: Broken Windows Theory project: (PBL and data analysis)
- a. ~~a~~ Analyze case studies and real-world examples where the theory has been applied, discussing both successes and criticisms. Conduct research to gather data on crime rates, neighborhood conditions, and community perceptions in both urban and suburban areas.

- ~~b.~~ [b.](#) Analyze quantitative and qualitative data to identify correlations between neighborhood characteristics and crime levels.
- ~~c.~~ [c.](#) In small groups, design community-oriented solutions based on the principles of Broken Windows Theory. Propose realistic interventions that address both physical disorder and social cohesion within neighborhoods.
- ~~d.~~ [d.](#) Develop action plans, including strategies for community engagement, resource allocation, and evaluation.
- ~~a.~~ [e.](#) Outline the proposed interventions in storyboard form. Compile the elements of the storyboard and project with other artifacts for inclusion in a program portfolio, such as an engineering design notebook, to be updated throughout the program of study.

~~22)~~ [6.3-](#) [Rights of the Accused](#): Explore the **rights of the accused guaranteed by the United States Constitution in Amendments 1, 4, 5, 6, 7, 8, and 14**. Review the following cases and determine [the](#) effects on law enforcement policy [and](#) corrections policy (search and seizure, exclusionary rule, Miranda, and rights of incarcerated individuals). Summarize the processing of an offender through the criminal justice system [, citing laws, procedures, and policies that protect the offender's rights.](#)

- a. Gideon v. Wainwright
- b. Miranda v. Arizona
- c. Tinker v. Des Moines
- d. Mapp v. [Ohio](#)
- e. Terry v. [Ohio](#)
- f. Katz v. [United States](#)
- g. New Jersey v. [TLO](#)
- h. In re Gault
- i. In re Winship
- j. Kent v. [U.S.](#)
- k. Roper v. [Simmons](#)
- l. Tennessee v. [Garner](#)
- m. Escobedo v. [Illinois](#)
- n. U.S. v. [Carroll](#)
- [o. Arizona v. Gant](#)
- [p. Graham v. Connor](#)
- [q. New York v. Belton](#)
- ~~o-r.~~ [Rochin v. California](#)

[7.-](#) Sentencing and Corrections

~~23)~~ [7.1-](#) [Corrections](#): Summarize the **evolution of corrections in America from the Colonial Period to the current century**. Evaluate the sentencing guidelines for misdemeanors and felonies in [Tennessee](#), [Tennessee](#), and explore various types of punishments legislated by the Public Safety Act of 2016. Research state data to determine sentencing rates and the related rehabilitation and recidivism rates for each of the following:

- a. [i](#) ~~mp~~prisonment [,](#)
- b. [f](#) ~~E~~ines [,](#)

- c. pProbation.
- d. gGraduated sanctions.
- e. cCommunity corrections.
- f. cCapital pPunishment, and
- g. aAlternative programs.

23) 7.2- Prison and Jail Work Environments: Compare and contrast **prisons and jails along with the working environment of each**. Evaluate prison management systems and corrections officers' obligations under the law. Include a discussion of deliberate indifference and prisoners' rights.

8.- Data Analysis

8.1-Data Analysis in Law, Public Safety, Corrections & Security: Research the use of data in **Law, Public Safety, Corrections & Security** career fields. Include data that is generated internally by businesses, and externally by local communities, state, and the nation. Explore examples of how the data is used, including the following:

- a. customer/client use of products and services.
- b. demographics of end users.
- c. community, state, and national statistics, and
- d. data that must be reported to another entity.

Standards Alignment Notes

*References to other standards include:

- 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:
<https://www.theiacp.org/topics/education-training>

Criminal Justice II

Primary Career Cluster:	Law, Public Safety, Corrections, & Security
Course Contact:	CTE.Standards@tn.gov
Course Code(s):	C30H01
Prerequisite(s):	<i>Criminal Justice I</i> (C30H00)
Credit:	1
Grade Level(s):	10-11
Focused Elective Focus- Graduation Requirements:	This course satisfies one of three credits required for an elective focus when taken in conjunction with other Law, Public Safety, Corrections, & Security courses.
POS Concentrator:	This course satisfies one out of two required courses to meet the Perkins V concentrator definition, when taken in sequence in the approved program of study.
Programs of Study and Sequence:	This is the second-Year 2 course in the <i>Criminal Justice and Correction Services</i> program of study.
Aligned Student Organization(s):	SkillsUSA: https://www.skillsusatn.org/
Coordinating Work-Based Learning:	Teachers are encouraged to use embedded WBL activities such as informational interviewing, job shadowing, and career mentoring. For information, visit https://www.tn.gov/education/educators/career-and-technical-education/work-based-learning.html .
Promoted Tennessee Student Industry Credentials:	Credentials are aligned with postsecondary and employment opportunities and with the competencies and skills that students acquire through their selected program of study. For a listing of promoted student industry credentials, visit https://www.tn.gov/education/educators/career-and-technical-education/student-industry-certification.html .
Teacher Endorsement(s):	590, 750
Required Teacher Certifications/Training:	~~None~~ Please refer to the Occupational Educator Licensure Guidance .
Required Teacher Training:	None
Teacher Resources:	https://www.tn.gov/education/educators/career-and-technical-education/career-clusters.html https://www.tn.gov/education/educators/career-and-technical-education/career-clusters/cte-cluster-law-public-safety.html Best for All Central: https://bestforall.tnedu.gov/

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- Participate in leadership activities such as Student2Student Mentoring, National Week of Service, Officer Training, and Community Action Project.
- -

~~For more ideas and information, visit Tennessee SkillsUSA at~~ <https://www.skillsusatn.org/>.

Using Work-~~B~~Based Learning (WBL) in Your Classroom

Sustained and coordinated activities ~~that relate~~related to the course content are the key to successful work-based learning. Possible activities for this course include the following. This is not an exhaustive list.

- **Standards 1.1-1.5 1-4** | Visit the Tennessee Law Enforcement Academy or a local law enforcement academy for a tour and to hear presentations about the components of physical and psychological health and well-being for criminal justice professionals.
- **Standards 5-6 2.1-2.3** | Invite a police officer or sheriff to work with students on de-escalation techniques.
- **Standards 7-12 3.1-3.6** | Invite local law enforcement officers to work with students to prepare them for SkillsUSA criminal justice competitions.
- **Standards 13-18 4.1-4.6** | Visit a local court and have various members of the court ~~work group~~work group speak to students.
- **Standards 5.1-7.2 19-22** | Virtually interview a law enforcement officer about DUI-, drug, and domestic violence laws and procedures.
- -
- **Standard 23-8.1** | Have students work with a corrections partner to compile information about prison ~~over-crowding~~overcrowding, probation officer caseload increases, the use of evidence-based practices, and the changing landscape of community corrections.

For more ideas and information, visit <https://www.tn.gov/content/tn/education/educators/career-and-technical-education/career-clusters/cte-cluster-law-public-safety.html/>.

Course Description

Criminal Justice II is the [second Year 2](#) course in the *Criminal Justice and Correction Services* program of study. Upon completion of this course, proficient students will understand the impact of the constitution on law enforcement, law enforcement, and police procedures, alcohol and beverage laws, sentencing, and the importance of communications and professionalism in law enforcement.

Program of Study Application

This is the second course in the *Criminal Justice and Correction 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 <https://www.tn.gov/content/tn/education/educators/career-and-technical-education/career-clusters/cte-cluster-law-public-safety.html/>.

Course Standards

1. ~~1.~~ Careers, Professionalism ~~& and~~ Ethics

- 1) ~~1.1-~~ [Career Profile](#): Prepare a **career profile** for at least one occupation in each of the following career areas: law enforcement, probation, parole, corrections, and security. Use print, online, and/or personal interview sources to capture at [a](#) minimum the following:
 - ~~a.d.~~ [j](#)Job description.
 - ~~a.e.~~ [e](#)Essential knowledge and skills needed for the career.
 - ~~b.f.~~ [p](#)Program or path of study to reach occupational goals, beginning with high ~~school~~ [and school and](#) proceeding through postsecondary and/or military options.
 - ~~c.g.~~ [l](#)Licensure and credentialing requirements.
 - ~~d.h.n~~ [n](#)Non-educational job requirements such as physical fitness tests, minimum age, polygraph and background checks, ~~and~~ psychological evaluations, [and](#)
 - ~~e.i.~~ [r](#)Resume writing.
- 2) ~~1.2-~~ [Community Relations in Law Services](#): Defend the importance of **strong community relations and support the need for diversity among police officers** in local precincts. Analyze how **elements of the community system** interact with each other to increase the law enforcement/community bond. Use situational management concepts to find optimal resolutions for real-world scenarios.
- 3) ~~1.3-~~ [Health and Well-Being for Criminal Justice Professionals](#): Survey components of **physical and psychological health and well-being for criminal justice professionals**. Evaluate the Tennessee Law Enforcement Training Academy **fitness requirements** and prioritize components of **nutrition, strength and agility, psychological health, and lifetime fitness** as they relate to optimum performance for law enforcement officers.

1.4-Ethics and Professionalism: Discuss the importance of **professionalism and proper ethical decision-making** that applies to various criminal justice careers.

Include a discussion of rules and regulations used to instill professional and ethical behavior by individuals employed in the various sectors of the criminal justice system to include including the sharing of confidential information by these individuals.

1.5-Communication Techniques: Implement **techniques such as paraphrasing** to confirm understanding; taking **detailed notes** to accurately summarize information; asking **clarifying questions** to seek or confirm understanding; and **contribute** contributing relevant and thoughtful comments to the discussion to improve understanding.

2.- Communication and Critical Thinking

4) 2.1- Effective Communication Techniques: Demonstrate **effective communication** in various situations. Relate the ideas and concepts of both **verbal and written communication** with suspects, victims, the general public, other officers, and court affiliates. Demonstrate skills required for dispatcher/emergency communication along with the skill of taking notes from a verbal narrative.

2.2- Problem-Solving and Critical Thinking: Apply appropriate **problem-solving strategies and critical-thinking skills** to work-related issues and tasks using conflict-resolution, anger-management skills, escalation/de-escalation techniques, and procedures to resolve problems.

5) 2.3- Emergency Response Plan: Research **emergency response** and create an **emergency response plan**, then ~~role play~~role-play the implementation of the response plan using the above skills and criminal justice vocabulary.

3.- Law Enforcement and Police Procedure

7) 3.1- Compliance Issues in Agencies: -Identify **compliance issues facing public security professionals in various agencies** from private security to local, state, and federal law enforcement agencies including the following:

- ~~t~~The importance of the private security and public safety Code of Ethics;
- ~~t~~The need to comply with department policy and federal guidelines;
- ~~t~~The importance of a daily individual patrol and location action plan; and
- ~~l~~Liability of individuals in private and public security.

3.2-8)- Criminal Justice Techniques: -Demonstrate the following **techniques along with describing the rationale** behind key concepts. ~~Consider~~May use the SkillsUSA criminal justice competition standards and competencies as a guideline:

- ~~h~~High-risk traffic stop safety;
- ~~b~~Building search and clearing (may be done virtually);
- ~~s~~Search of persons (frisk vs search);
- ~~b~~Basic self-defensive tactics (may be done virtually);
- ~~r~~Roadside interview techniques;

- f. ~~b~~Basic response to calls for service;
- g. ~~b~~Basic ~~f~~First ~~a~~Aid and CPR overview;
- h. ~~t~~Techniques for restraining individuals without violating their individual rights;
- i. ~~u~~se of force continuum; and
- ~~h-j~~. ~~r~~ational decision-making.

~~9)~~ ~~3.3-~~ Crime Scenes: –Demonstrate proper **techniques for searching, measuring, and sketching a crime scene**. Summarize the most common types of physical evidence, collection methods, proper packaging techniques, and chain of custody documentation.

~~9)~~ ~~3.4-~~ Parole and Probation Officers: Compare and contrast the **roles and responsibilities of parole and probation officers** with ~~that those~~ of law enforcement officers in relation to search and seizure. Explain how evidence collected by the parole/probation officer might be used in court. Research cases such as Dulin v. State of Indiana and determine how the exclusionary rule was applied in each case.

~~10)~~ ~~3.5-~~ Statistical Analysis: Compare **sources of information such as UCR, NIBRS, and NCVS that are used for analyzing statistics** which include calls for service, incident reports, field interview cards, investigative reports, supplemental reports, interviews, surveys, questionnaires, and city planning and demographic information. Review the TBI's annual Crime in Tennessee reports as a comparison to the UCR, NIBRS, and NCVS. **Utilize the information to determine trends, patterns, and impact.**

~~11)~~ ~~3.6-~~ National and Global Issues: Investigate **current national and global issues concerning terrorism and homeland security** citing policies related to each. Understand the role of **cyber-security professionals within the homeland defense community** and the **methods and techniques used to combat public and private cyber-attacks**. Describe public safety ~~agencies-agencies'~~ roles in the following:

- ~~9)~~~~a~~. preventing terrorism,
- ~~a-b~~. enhancing security,
- ~~b-c~~. managing border security,
- ~~c-d~~. securing cyberspace,
- ~~d-e~~. preparing for and responding to rallies and protests, and
- ~~e-f~~. preparing for and responding to emergencies and disasters.

4.- Law and the Constitution

~~12)~~ ~~4.1-~~ Types of Law: Summarize the **six types of laws (criminal, civil, case, administrative, statutory, common)**, and discuss the purpose of each. Draw connections between sample laws for each type. Connections may include but are not limited to the following:

- a. relevant legal concepts such as the burden of proof.
- b. applicable defenses, and
- c. punishments.

~~13)~~ ~~4.2-~~ Trial Procedures: Analyze various **trial procedures** including, but not limited to the following:

- a. ~~C~~choosing a ~~j~~ury.
- b. ~~o~~Opening ~~s~~Statements.
- c. ~~w~~Witness ~~t~~Testimony and ~~c~~Cross-~~e~~Examination.
- d. ~~c~~Closing ~~a~~Arguments.
- e. ~~j~~ury ~~i~~nstruction, ~~and~~
- f. ~~j~~ury ~~d~~eliberation and ~~v~~erdict.

4.3- Crime Control and Due Process: In the context of **crime control and due process**, analyze constitutional impacts on law enforcement and correctional officers' duties including a range of constitutional issues such as interviews, interrogations, arrests, and detainment. Analyze and discuss the constitutional limits on law enforcement agencies including the laws of arrest, search and seizure, admission of evidence, and confessions. Apply constitutional interpretation to specific fact-based scenarios in law enforcement as they relate to these concepts.

4.4- Interrogation Techniques: Compare and contrast the **interrogation techniques** utilized by law enforcement personnel. Summarize the planning and execution of an interview or interrogation by incorporating the following methods and topics:

- a. neurolinguistic programming.
- b. rapport building.
- c. trauma-informed response.
- d. effective questioning strategies, and
- 14)e. documenting interviews and interrogations while upholding the constitutional rights of suspects and victims.

~~15) — Compare and contrast interrogation techniques used by law enforcement personnel. Summarize the planning and execution of an interview/interrogation using techniques and topics such as neurolinguistic programming; rapport building; questioning; and documenting the interviews and interrogations while maintaining the constitutional rights of suspects and victims.~~

~~16)~~ 4.5- Adult and Juvenile Cases: Summarize standards of proof and their application to **adult and juvenile cases**. Synthesize information in a mock investigation combined with relevant common and statutory law to create a warrant application that demonstrates probable cause. Survey court transcripts and verify the reasonableness of searches and seizures as interpreted by the 4th Amendment.

~~17)~~ 4.6- Criminal Process: Describe the **criminal process**, and the types of criminal defenses related to the situation in which each is used. Use appropriate legal terminology including, but not limited to, ~~mens~~mens rea, actus reus, mala prohibita, and mala in se.

5.- Alcohol and Beverage Laws

5.1- Alcohol Laws and Selling: Define alcoholic beverages and differentiate between **legal and illegal alcohol sales**. Cite state laws to support analysis of the differences.

- 18) 5.2- Supporting Agencies for Alcohol Abuse: 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. Research **organizations established over the past century to address the negative impacts of alcohol abuse among teens and adults**. Explain how their efforts have influenced changes in legislation and law enforcement practices.
- 19) 5.3- Laws and Procedures related to DWI and DUI: Research-Examine the **laws and procedures utilized-employed** by law enforcement to address **offenses for driving while intoxicated (DWI) and driving under the influence (DUI) offenses**, including traffic accident investigation, ~~accident~~ report writing, accident reconstruction, and the use of scene mapping technology ~~such as like~~ Total Station.
- 20) 5.4- Impaired Driving: Survey the National Highway Traffic and Safety Administration (NHTSA) safety ~~desk book~~deskbook for **guidelines related to alcohol and drug-impaired driving**. Differentiate driving under the influence and distracted driving/texting using NHTSA information.

5.5-Elements of Criminal Acts: Analyze the **elements of criminal acts according to Tennessee laws**, including the Alcoholic Beverage Code, Family Code, Penal Code, Health and Safety Code, and Criminal Code of Procedure; define crime categories and respective punishments according to the Tennessee Code Annotated.

6.- Drug Laws

6.1-Behavioral Symptoms and Drug Use: Describe the **behavioral symptoms of drug use and the inherent dangers** associated with handling dangerous drugs. Summarize the characteristics of and procedures for handling "club drugs" such as, but not limited to the following:

- a. ~~MDMA~~ (Ecstasy).
- b. ~~GHB~~ (gamma hydroxybutyrate).
- c. ~~Rohypnol~~.
- d. ~~Ketamine~~, and
- e. ~~Methamphetamine~~.

6.2+ ~~Impacts of Substance Abuse: Describe the **impact substance abuse has on families and coworkers** by highlighting the emotional, financial, and social strains it can cause. Demonstrate knowledge of penalties for possession and/or distribution of certain controlled substances by detailing the legal repercussions, such as fines, imprisonment, and the long-term consequences on an individual's personal and professional life.~~

7.- Domestic Violence

7.1-Domestic Violence and Response: Evaluate the **signs of domestic violence**, defining the circle ~~or~~of abuse. Implement procedures and techniques to enforce domestic violence laws. Demonstrate how to **safely respond to domestic violence situations** and interact with those present.

7.2-Preliminary Investigation related to Domestic Violence: Demonstrate an understanding of how to **initiate a preliminary investigation of a domestic violence situation**, applying the law to make arrest decisions in domestic violence cases. Articulate the special concerns regarding non-citizens in domestic abuse.

8. Corrections

21) 8.1- **Correctional Facilities:** Research and summarize concepts **surrounding prison life and daily operations in a correctional facility** including but not limited to the following:

- ~~p.a. t~~ The booking process.
- ~~a.b. t~~ Taking fingerprints on a 10-print card.
- ~~b.c. t~~ The prison classification system. and
- ~~c.d. c~~ Contemporary issues such as the following:
 - ~~a.i. p~~ Prison over-crowding.
 - ~~b.ii. g~~ Growing caseloads for probation officers.
 - ~~c.iii. u~~ Use of evidence-based practices. and
 - ~~d.iv. t~~ The changing landscape of community corrections.

9.- Team Project

22) ~~9.1- **Team Project with Data Analysis:** As a team, **identify a problem** related to the program of study as a whole. **Research and utilize the Engineering Design Process** to design a solution. Document the following steps in an engineering design notebook for inclusion in the program portfolio. When possible, connect the problem to an existing SkillsUSA event.~~

- ~~e. **Problem Identification:** Brainstorm specific problems and challenges within the program of study. Conduct basic research to understand the scope and implications of the identified problem. Identify one problem as a focus area.~~
- ~~f. **Research and Analysis:** Conduct in-depth research on chosen topics related to the problem. Locate and analyze a dataset related to the problem.~~
- ~~g. **Review the stages of Engineering Design Process:** Define the problem, research, brainstorm solutions, develop prototypes, test and evaluate, and iterate. Consider constraints such as cost, efficiency, and environmental impact during the design process.~~
- ~~h. **Project Implementation:** Assign specific roles within the design teams (e.g., project manager, researcher, designer, tester). Design a solution tailored to address the identified problem or scenario. Document progress through design journals, sketches, diagrams, and digital presentations. (Note: Prototype is optional in the Level II/Year 2 course.)~~
- ~~i. **Presentation and Reflection:** Showcase the problem and solution to the class. Share the data that was analyzed and how it affected the solution. Discuss the design process and challenges. As a class, critically evaluate the effectiveness and feasibility of the solutions and propose potential improvements.~~

Team Project with Data Analysis: As a team, **identify a problem** related to the program of study as a whole. **Research and utilize the Engineering Design Process** to design a solution.

Document the following steps in an engineering design notebook for inclusion in the program portfolio. When possible, connect the problem to an existing SkillsUSA event.

- a. **Problem Identification:** Brainstorm specific problems and challenges within the program of study. Conduct basic research to understand the scope and implications of the identified problem. Identify one problem as a focus area.
- b. **Research and Analysis:** Conduct in-depth research on chosen topics related to the problem. Locate and analyze a dataset related to the problem.
- c. **Review the Stages of the Engineering Design Process:** Define the problem, research, brainstorm solutions, develop prototypes, test and evaluate, and iterate. Consider constraints such as cost, efficiency, and environmental impact during the design process.
- d. **Project Implementation:** Assign specific roles within the design teams (e.g., project manager, researcher, designer, tester). Design a solution tailored to address the identified problem or scenario. Document progress through design journals, sketches, diagrams, and digital presentations. (Note: Prototype is optional in the Year 2 course.)
- e. **Presentation and Reflection:** Showcase the problem and solution to the class. Share the data that was analyzed and how it affected the solution. Discuss the design process and challenges. As a class, critically evaluate the effectiveness and feasibility of the solutions and propose potential improvements.

Standards Alignment Notes

*References to other standards include:

- 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.

Criminal Justice III: Forensic Criminal Investigations

Primary Career Cluster:	Law, Public Safety, Corrections, & Security
Course Contact:	CTE.Standards@tn.gov
Course Code:	C30H02
Prerequisite(s):	<i>Criminal Justice I</i> (C30H00) and <i>Criminal Justice II</i> (C30H01)
Credit:	1
Grade Level(s):	11-12
Elective Focus-Graduation Requirements:	This course satisfies one of three credits required for an elective focus when taken in conjunction with other Law, Public Safety, Corrections, and Security courses.
POS Concentrator:	This course satisfies one out of two required courses to meet the Perkins V concentrator definition when taken in sequence in the approved program of study.
Programs of Study and Sequence:	This is the third-Year 3 course in the <i>Criminal Justice and Correction Services</i> program of study.
Aligned Student Organization:	SkillsUSA: https://www.skillsusatn.org/
Coordinating Work-Based Learning:	Teachers are encouraged to use embedded WBL activities such as informational interviewing, job shadowing, and career mentoring. For information, visit https://www.tn.gov/education/educators/career-and-technical-education/work-based-learning.html .
Promoted Tennessee Student Industry Credentials:	Credentials are aligned with postsecondary and employment opportunities and with the competencies and skills that students acquire through their selected program of study. For a listing of promoted student industry credentials, visit https://www.tn.gov/education/educators/career-and-technical-education/student-industry-certification.html .
Teacher Endorsement(s):	590, 750
Required Teacher Certifications:	Please refer to Occupational Educator Licensure Guidance for a full list.
Required Teacher Training:	None
Teacher Resources:	https://www.tn.gov/education/educators/career-and-technical-education/career-clusters/cte-cluster-law-public-safety.html Best for All Central: https://bestforall.tnedu.gov/

Course at a Glance

CTE courses provide students with an opportunity to develop specific academic, technical, and 21st-century skills necessary to be successful in careers and life. In pursuit of ensuring every student in Tennessee achieves this level of success, we begin with rigorous course standards that feed into intentionally designed programs of study.

Students engage in industry-relevant content through general education integration and experiences such as career and technical student organizations (CTSO) and work-based learning (WBL). Through these experiences, students are immersed with industry-standard content and technology, solve industry-based problems, meaningfully interact with industry professionals, and use/produce industry-specific, informational texts.

Using a Career and Technical Student Organization (CTSO) in Your Classroom

CTSOs are a great resource to put classroom learning into real-life experiences for your students through classroom, regional, state, and national competitions, and leadership opportunities. Below are CTSO connections for this course; note this is not an exhaustive list.

- Participate in the CTSO Fall Leadership Conference to engage with peers by demonstrating logical thought processes and developing industry-specific skills that involve teamwork and project ~~management~~management.
- Participate in contests that highlight job skill demonstration, interviewing skills, community service activities, extemporaneous speaking, crime scene investigation, and job interviews.
- Participate in leadership activities such as Student2Student Mentoring, National Week of Service, Officer Training, and Community Action Project.

Using Work-Based Learning (WBL) in Your Classroom

Sustained and coordinated activities related to the course content are the key to successful work-based learning. Possible activities for this course include the following. This is not an exhaustive list.

- **Standards 1.1-2.1** | Invite technicians from a local or regional crime scene laboratory to participate in a virtual discussion about the features of present-day crime labs and how they have changed law enforcement and the conviction of criminals, their services, and capabilities, and the new or emerging technologies they use.
- **Standards 3.1-3.2** | Invite a crime scene investigator or technician to speak to students about career preparation.
- **Standards 4.1-4.15** | Invite specialists in each of the physical evidence areas to demonstrate the examination of physical evidence where feasible. As students will not be able to visit crime scenes or laboratories, having specialists visit the classroom for demonstrations will be important for giving students experience in each area.

For more ideas and information, visit <https://www.tn.gov/content/tn/education/educators/career-and-technical-education/career-clusters/cte-cluster-law-public-safety.html/>.

Course Description

Forensic Criminal Investigations is the [third-Year 3](#) 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 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 in 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.

Program of Study Application

~~This is the third course in the *Criminal Justice and Correction 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 <https://www.tn.gov/content/tn/education/educators/career-and-technical-education/career-clusters/cte-cluster-law-public-safety.html/>.~~

Course Standards

a. Scope and Development of Forensic Science

- ~~1-~~ [1.1 Historical Events Related to Forensic Science:](#) Articulate important **historical events and the associated contributors impacting the evolution of forensic science and crime scene investigation** in the United States. Contributors should include, but are not limited to, Locard, Orfila, Bertillon, Galton, Goddard, and Bass.
- ~~2-~~ [1.2 Sections of Forensic Science:](#) Describe the **eleven sections of forensic science** as defined by the American Academy of Forensic Science. Articulate the careers, roles, and functions of each section.
- ~~3-~~ [1.3 Evolution of Crime Laboratories:](#) Describe the **evolution of the modern crime laboratory**. Discuss the features of present-day crime labs and explore how they have changed law enforcement and the conviction of criminals, their services, and capabilities, and the new or emerging technologies they use.

b. Career Planning

- ~~4-~~ [2.1 Forensic Science Career Opportunities:](#) 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; and
 - ~~c-~~ educational, training, and certification requirements.

3. Elements of Investigation

~~5. Compare and contrast the roles and responsibilities of parole and probation officers with that of law enforcement officers in relation to search and seizure. Explain how evidence collected by the parole/probation officer might be used in court. Research cases such as Dulin v. State of Indiana and determine how the exclusionary rule was applied in each case.~~

6. 3.1 Crime Scene Documentation and Evidence Handling: Analyze and explain the **steps in crime scene documentation and evidence handling**. Using a mock crime scene and following the identified steps below, demonstrate proper methods of evidence collection and packaging, and initiate the chain of custody for evidence collected.

~~1)a.~~ First responder responsibilities

~~2)b.~~ Preliminary survey

~~a.c.~~ Crime scene search methods including triangulation, rectangular coordinates, straight-line methods, and transecting baseline coordinates

~~d.~~ Identification and marking of evidence

~~3)e.~~ Legal and acceptable methods for collecting, packaging, and preserving physical evidence

~~b.f.~~ Narrative description

~~c.g.~~ Administrative notes

~~d.h.~~ Photography

~~e.i.~~ Sketching/Diagramming

~~f.j.~~ Evidence recovery log

~~7. Review the legal and acceptable methods for collecting, packaging, and preserving physical evidence and the initiation and maintenance of the chain of custody. Using a mock crime scene:~~

~~a. Document the crime scene using the steps identified in standard 10~~

~~b. Demonstrate proper methods of evidence collection and packaging~~

~~c. Initiate the chain of custody for each piece of evidence collected~~

8. 3.2 Emerging Technology in Law Enforcement: 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 and decide if the use of the technology/technique infringed on the defendant's rights.

4. Physical Evidence Analysis

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

9. 4.1 Physical Properties of Matter: 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.

10. [4.2 Glass Composition](#): 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.
11. [4.3 Field Sobriety Tools](#): 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.
12. [4.4 Chemical Exposure Death](#): 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.
13. [4.5 Crime Scenes and Body Fluids](#): 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.
14. [4.6 Bone Retrieval from a Crime Scene](#): 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.
15. [4.7 Autopsy Evaluation](#): Review an **autopsy report to determine the time and cause of death** through evaluation of body temperature, rigor mortis, postmortem lividity, appearance of eyes, skin color, and presence of arthropods. Document findings in an appropriate format.
- 4.8 [DNA Testing and Systems](#): Link the development of **DNA testing and the Combined DNA Index System (CODIS)** with changes in the criminal justice system, using professional journals, case studies, court cases, or interviews with law enforcement or forensic scientists.
16. [4.9 Forensic Odontology: Understand forensic odontology and its role in identifying human remains, assessing age, and determining the cause of death. Explore scenarios where odontology is crucial, such as mass disasters, criminal investigations, and identification of unknown remains. Prepare detailed reports that clearly outline the methods, findings, and conclusions of the forensic odontological investigation.](#)
17. [4.10 Bloodstain Patterns](#): 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;

- c. [c](#)Calculation of the angle of impact;
- d. [m](#)Methods to determine the area of convergence and area of origin for impact spatter patterns;
- e. [w](#)Whether the spatter is classified as a low-, medium-, or high-velocity impact spatter;
- f. [h](#)How the pattern was created and distinguishing features; [and](#)
- g. [t](#)Type of spatter.

~~18.~~ [4.11 Hair Properties:](#) 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.

~~19.~~ [4.12 Fingerprint Systems:](#) 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.

~~20.~~ [4.13 Bullet and Cartridge Casing Characteristics:](#) Identify the **recognizable characteristics, of bullets and cartridge casings**, at a staged crime scene or from a case study. Explain, using a visual, 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.

~~21.~~ [4.14 Bullet Trajectory and Criminal Investigation:](#) 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.

~~22.~~ [4.15 Forensic Techniques:](#) 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.

Standards Alignment Notes

*References to other standards include:

- 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.

Criminal Justice Practicum

Primary Career Cluster:	Law, Public Safety, Corrections, & Security
Course Contact:	CTE.Standards@tn.gov
Course Code(s):	C30H03
Prerequisite(s):	<i>Criminal Justice I (C30H00), Criminal Justice II (C30H01), Criminal Justice III (C30H02)</i>
Credit:	1
Grade Level(s):	11-12
Focused Elective Graduation Requirements:	This course satisfies one of three credits required for an elective focus when taken in conjunction with other Law, Public Safety, Corrections, and Security courses.
POS Concentrator:	This course satisfies one out of two required courses to meet the Perkins V concentrator definition, when taken in sequence in the approved program of study.
Programs of Study and Sequence:	This is the fourth Year 4 course in the <i>Law Enforcement and Correction Services</i> program of study.
Aligned Student Organization(s):	SkillsUSA: https://www.skillsusatn.org/
Coordinating Work-Based Learning:	Teachers who hold an active WBL certificate may offer placement for credit when the requirements of the state board's WBL Framework and the Department's WBL Policy Guide are met. For information, visit Teachers are encouraged to use embedded WBL activities such as informational interviewing, job shadowing, and career mentoring. For information, visit https://www.tn.gov/education/career-and-technical-education/work-based-learning.htmlhttps://www.tn.gov/education/educators/career-and-technical-education/work-based-learning.html.
Promoted Tennessee Student Industry Credentials:	Credentials are aligned with postsecondary and employment opportunities and with the competencies and skills that students acquire through their selected program of study. For a listing of promoted student industry credentials, visit https://www.tn.gov/education/career-and-technical-education/student-industry-certification.htmlhttps://www.tn.gov/education/educators/career-and-technical-education/student-industry-certification.html .
Teacher Endorsement(s):	590, 750
Required Teacher Certifications/Training:	Please refer to Occupational Educator Licensure Guidance for a full list.
Required Teacher Training:	None
Teacher Resources:	https://www.tn.gov/education/educators/career-and-technical-education/career-clusters/cte-cluster-law-public-safety.html Best for All Central: https://bestforall.tnedu.gov/

Course at a Glance

CTE courses provide students with an opportunity to develop specific academic, technical, and 21st-century skills necessary to be successful in careers and life. In pursuit of ensuring every student in Tennessee achieves this level of success, we begin with rigorous course standards that feed into intentionally designed programs of study.

Students engage in industry-relevant content through general education integration and experiences such as career and technical student organizations (CTSO) and work-based learning (WBL). Through these experiences, students are immersed with industry-standard content and technology, solve industry-based problems, meaningfully interact with industry professionals, and use/produce industry-specific, informational texts.

Using a Career and Technical Student Organization (CTSO) in Your Classroom

CTSOs are a great resource to put classroom learning into real-life experiences for your students through classroom, regional, state, and national competitions, and leadership opportunities. Below are CTSO connections for this course; note this is not an exhaustive list.

- Participate in the CTSO Fall Leadership Conference to engage with peers by demonstrating logical thought processes and developing industry-specific skills that involve teamwork and project management.
- Participate in contests that highlight job skill demonstration; interviewing skills; community service activities, extemporaneous speaking, and job interview.
- Participate in leadership activities such as Student2Student Mentoring, National Week of Service, Officer Training, and Community Action Project.

For more ideas and information, visit Tennessee SkillsUSA at <http://www.tnskillsusa.com>.

Using Work-Based Learning (WBL) in Your Classroom

Sustained and coordinated activities that relate to the course content are the key to successful work-based learning. Possible activities for this course include the following. This is not an exhaustive list.

- **Standard 1.1** | [Invite a postsecondary adviser to assist students in mapping their future plans.](#)
- **Standards 2.1-2.6** | [Schedule a guest speaker from the Criminal Justice career pathway to explain the requirements for various job levels within the field of work.](#)
- **Standards 3.1-3.2** | [Create a mock trial for students to demonstrate their professionalism when presented with an ethical dilemma.](#)
- **Standards 4.1-4.2** | [Participate in a field trip to a local correctional facility to evaluate how the skills learned can be applied in various settings within the facility.](#)
- **Standards 5.1-6.1** | [Present the final portfolio and presentation to the advisory council.](#)

- ~~Internship required for credential or entry occupation~~
- ~~Apprenticeship~~
- ~~On-the-job training~~

~~For more ideas and information, visit <https://www.tn.gov/education/career-and-technical-education/work-based-learning.html>.~~

Course Description

Criminal Justice Practicum is a capstone course in the *Law Enforcement and Correction Services* program of study that provides a practicum experience for students as they develop an understanding of professional and ethical issues. The capstone course will be based on the knowledge and skills from previous courses in the *Law Enforcement and Correction Services* program of study. Upon completion of the course, students will be proficient in components of communication, critical thinking, problem-solving, information technology, ethical and legal responsibilities, leadership, and teamwork. Instruction may be delivered through school-based laboratory training or through work-based learning arrangements such as cooperative education, mentoring, and job shadowing.

Program of Study Application

~~This is the fourth course in the *Law Enforcement and Correction 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 <https://www.tn.gov/education/career-and-technical-education/career-clusters/cte-cluster-law-public-safety.html>.~~

Course Standards Requirements

Course Requirements

This capstone course aligns with the requirements of the Work-Based Learning Framework (established in Tennessee State Board High School Policy), with the Tennessee Department of Education's Work-Based Learning Policy Guide, and with state and federal Child Labor Law. As such, the following components are course requirements:

Course Requirements Standards

1. Personalized Learning Plan

- 9) 1.1 Personalized Learning Plan: A student will have a **Personalized Learning Plan** that identifies their long-term goals, demonstrates how the Work-Based Learning (WBL) experience aligns with their elective focus and/or high school plan of study, addresses how

the student plans to meet and demonstrate the course standards, and addresses employability skill attainment in the following areas:

- a. ~~Application application~~ of academic and technical knowledge and skills (embedded in course standards);
- b. ~~c~~ Career knowledge and navigation skills;
- c. 21st-~~c~~ Century learning and innovation skills; ~~and~~
- d. ~~p~~ Personal and social skills.

2. Postsecondary and Career Preparation

2.1 Career Development Timeline: C

~~10)~~ ~~C~~ Create a **career development timeline** outlining activities that will **increase employment opportunities** ~~f~~**for a criminal justice candidate**; include educational opportunities, entry-level job experiences, and volunteer plans for the time between high school graduation and the law enforcement job application at twenty-one years of age.

~~11)~~ 2.2 Criminal Justice (CJ) Credentials: Research the **range of credentials one can earn within the Criminal Justice (CJ) system**. Investigate both in-state and out-of-state postsecondary programs in a variety of CJ fields. Synthesize research conducted in previous Law Enforcement and Corrections Services program of study courses to update the portfolio career plan to achieve post-high school goals.

~~12)~~ 2.3 Resume Search: Search for the **resumes of CJ professionals** retrieved from the websites of systems, companies, organizations, or professional networks. Discuss what is typically included in the resumes of these professionals, compare and contrast several examples, and create a personal resume modeled after elements identified in the search.

~~13)~~ 2.4 Criminal Justice Project: **Research and select a CJ system for a project in the CJ field**. Cite specific textual evidence from the organization's literature, as well as independent news articles, to summarize the following:

- a. ~~t~~The mission and history of the organization;
- b. ~~h~~Headquarters and organizational structure;
- c. ~~s~~Services provided;
- d. ~~c~~Credentials required for employment and how they are obtained and maintained;
- e. ~~p~~Policies and procedures;
- f. ~~r~~Reports, newsletters, and other documents published by the organization; ~~and~~

g. [Website](#) and contact information.

~~14)~~ [2.5 Criminal Justice Job Search](#): Simulate the experience of conducting a **job search by researching local employment options**. In preparation for a future career in CJ, complete an authentic job application form and compose a cover letter following guidelines specified in the vacancy announcement.

~~15)~~ [2.6 Interview Preparation](#): Participate in a **mock interview**. Prior to the interview, research tips on dress and grooming, most commonly asked interview questions, appropriate conduct during an interview, and recommended follow-up procedures. Highlight sample work compiled in the portfolio that illustrates mastery of specific skills attained in the program of study. Upon completion of the interview, write a thank you letter to the interviewer in a written or email format.

~~4.3.~~ Professionalism and Ethics

~~16)~~ [3.1 Research a case study involving an ethical issue related to criminal justice. Examine a variety](#)
[Ethical Issues: Research a case study involving an ethical issue related to criminal justice. Examine a variety](#) of perspectives surrounding the issue, then develop an original analysis explaining the impact of the issue on those involved, using persuasive language and citing evidence from the research.

~~17)~~ [3.2 Professionalism in Criminal Justice](#): Investigate current issues **surrounding professionalism in criminal justice**. Examine a variety of perspectives surrounding the professionalism of officers, then develop an original analysis explaining the impact of the issue on those involved, using persuasive language and citing evidence from the research.

~~2.4.~~ Transferring Course Concepts to Practicum

~~18)~~ [4.1 Application of Skills](#): **Apply skills and knowledge** from previous courses in an authentic work-based learning internship, job shadow, or classroom-based project. Develop a plan to demonstrate skills outlined in previous courses.

~~19)~~ **4.2 Reflective Journaling:** Create and continually update a personal **journal to document skills learned** during the practicum and draw connections between the experience and previous course content by reflecting on the following:

- a. ~~t~~Tasks accomplished and activities implemented;
- b. ~~p~~Positive and negative aspects of the experience;
- c. ~~h~~How challenges were addressed;
- d. ~~t~~Team participation in a learning environment;
- e. ~~c~~Comparisons and contrasts between classroom and work environments;
- f. ~~i~~Interactions with colleagues and supervisors;
- g. ~~p~~Personal career development; and
- h. ~~p~~Personal satisfaction.

3.5. Portfolio

~~20)~~ **5.1 Portfolio Development:** **Update materials** from coursework to add to the **portfolio** started in *Criminal Justice I* to illustrate mastery of skills and knowledge outlined in the previous courses and applied in the practicum. The **portfolio should reflect a thoughtful assessment and evaluation** of the progression of work involving the application of criminal justice and corrections skills. The following documents will reside in the career portfolio:

- a. ~~t~~The career plan developed and revised in prior courses;
- b. ~~r~~Resume;
- c. ~~l~~List of responsibilities undertaken through the course;
- d. ~~a~~Artifacts of project outcomes;
- e. ~~p~~Periodic journal entries reflecting on tasks and activities;
- f. ~~f~~Feedback from instructor and/or supervisor based on observations; and
- g. ~~t~~Transcripts or other evidence of certifications obtained throughout the program of study.

4.6. Communication of Project Results

6.1 Final Presentation: Upon completion of the practicum, **develop a technology-enhanced presentation** showcasing highlights, challenges, and lessons learned from the experience. The presentation should be delivered orally, but supported by relevant graphic illustrations, such as diagrams, drawings, videos, and photographs. Prepare the presentation in a format that could be presented to both a healthcare professional and non-healthcare professional audience, as well as for a career and technical student organization (CTSO) competition.

Standards Alignment Notes

*References to other standards include:

- 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.

Unmanned Aircraft Systems in Law Enforcement

Primary Career Cluster:	Law, Public Safety, Corrections, and Security
Course Contact:	CTE.Standards@tn.gov
Course Code:	C30H18
Prerequisite(s):	<i>Criminal Justice I</i> (C15H10) and <i>Criminal Justice II</i> (C15H11)
Credit:	1
Grade Level(s):	11, 12
Elective Focus - Graduation Requirements:	This course satisfies one of three credits required for an elective focus when taken in conjunction with other Law, Public Safety, Corrections, and Security courses.
POS Concentrator	This course satisfies one out of two required courses to meet the Perkins V concentrator definition when taken in sequence in the approved program of study.
Programs of Study and Sequence:	This is the optional third-Year 3 course within the <i>Criminal Justice and Corrections Services</i> program of study.
Aligned Student Organization:	SkillsUSA: https://www.skillsusatn.org/
Coordinating Work-Based Learning:	Teachers are encouraged to use embedded WBL activities such as informational interviewing, job shadowing, and career mentoring. For information, visit https://www.tn.gov/content/tn/education/career-and-technical-education/work-based-learning.html
Promoted Tennessee Student Industry Credential:	Credentials are aligned with postsecondary and employment opportunities and with the competencies and skills that students acquire through their selected program of study. For a listing of promoted student industry credentials, visit https://www.tn.gov/education/educators/career-and-technical-education/student-industry-certification.html .
Teacher Endorsement(s):	590, 750
Required Teacher Certifications/Training:	Please refer to Occupational Educator Licensure Guidance for a full list.
Required Teacher Training:	None
Teacher Resources:	https://www.tn.gov/education/educators/career-and-technical-education/career-clusters/cte-cluster-law-public-safety.html Best for All Central: https://bestforall.tnedu.gov/

Course at a Glance

CTE courses provide students with an opportunity to develop specific academic, technical, and 21st-century skills necessary to be successful in careers and life. In pursuit of ensuring every student in Tennessee achieves this level of success, we begin with rigorous course standards that feed into intentionally designed programs of study.

Students engage in industry-relevant content through general education integration and experiences such as career and technical student organizations (CTSO) and work-based learning (WBL). Through these experiences, students are immersed with industry-standard content and technology, solve industry-based problems, meaningfully interact with industry professionals, and use/produce industry-specific, informational texts.

Using a Career and Technical Student Organization (CTSO) in Your Classroom

CTSOs are a great resource to put classroom learning into real-life experiences for your students through classroom, regional, state, and national competitions, and leadership opportunities. Below are CTSO connections for this course; note this is not an exhaustive list.

- Participate in the CTSO Fall Leadership Conference to engage with peers by demonstrating logical thought processes and developing industry-specific skills that involve teamwork and project ~~management~~management.
 - Participate in contests that highlight job skill demonstration; interviewing skills; community service activities, extemporaneous speaking, job interviews, and Commercial sUAS Drone Demonstration.
 - Participate in leadership activities such as Student2Student Mentoring, National Week of Service, Officer Training, and Community Action Project.
- For more ideas and information, visit Tennessee SkillsUSA at <https://www.skillsusa-tn.org/>

Using Work-Based Learning (WBL) in Your Classroom

Sustained and coordinated activities related to the course content are the key to successful work-based learning. Possible activities for this course include the following. This is not an exhaustive list.

- **Standards 1.1-2.3** | Invite a drone pilot from the local law enforcement agency to discuss career opportunities and safety.
- **Standards 3.1-3.7** | Virtually work with an FAA representative to classify local airspace and outline operating requirements.
- **Standards 4.1-4.5** | In teams, work with an air traffic controller to plan an sUAS mission that fully complies with FAA regulations.
- **Standards 5.1-5.6** | Invite a drone pilot from the local law enforcement agency to practice delivering payloads directly to a given location.

For more ideas and information, visit <https://www.tn.gov/content/tn/education/educators/career-and-technical-education/career-clusters/cte-cluster-law-public-safety.html/>

Course Description

The *Unmanned Aircraft Systems (UAS) in Law Enforcement* course is an advanced course in *Law, Public Safety, Corrections, and Security* career cluster intended to meet the needs of specific applications of advanced UAS precision technologies specific to the law enforcement industry. Students will receive rigorous instruction in preparation to take the Federal Aviation Administration (FAA) remote Pilot Certification (Part 107) (less than 55 pounds) exam for commercial drone pilots for small Unmanned Aircraft Systems (sUAS) and develop specific knowledge and skills associated with specific sUAS technologies, platforms and precision attachments to monitor, map, and provide data and surveillance in law enforcement situations.

Program of Study Application

This course is an optional fourth course in either the *Law, Public Safety, Corrections, and Security* career cluster. This course includes the drone (Part 107) commercial pilot license and students must be at least 16 years old to take the Part 107 exam. 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 <https://www.tn.gov/content/tn/education/educators/career-and-technical-education/career-clusters/cte-cluster-law-public-safety.html/>

Course Standards

1. Safety

- 4) 1.1 **Safety Rules:** Accurately **read and interpret safety rules** related to operating and using small Unmanned Aircraft Systems (sUAS) and attachments. Demonstrate **safe operation procedures** with appropriate attitudes and behaviors associated with operating sUAS. **Complete the safety test with 100 percent accuracy.**

2. UAS Industry and Occupational Awareness

- 2) 2.1 **Commercial Small Unmanned Aircraft Systems (sUAS):** Research and summarize the origins, development, and evolution of **commercial small Unmanned Aircraft Systems (sUAS) operations** citing primary sources, state and federal laws and regulations, and secondary sources, industry publications. Construct a group presentation **explaining the important systems, people, and technologies in the development of the sUAS** industry in addition to the following:
- a. limitations and constraints placed on the development of commercial sUAS;
 - b. evolution of sUAS regulatory framework and process, technologies that led to modern-day sUAS;
 - c. important events leading to the development of sUAS;
 - d. classification schemes of sUAS; and
 - e. intelligence modes of control for sUAS.
- 3) 2.2 **Career Opportunities:** Gather relevant information from multiple sources in both print and digital formats related to **career opportunities using small Unmanned Aircraft Systems (sUAS) technology**, including but not limited to current careers, upcoming career shifts related to sUAS technology, and how sUAS positions are related to the agriculture industry. Research notable historical figures, time periods, technological advancements,

and/or practices to develop a visual, oral, and/or written presentation that cites specific textual evidence to support analysis.

- 4) [2.3 Precision and Advanced Technology](#): Compare and contrast the **types and functions of precision and advanced technologies** (such as [geographical information systems \(GIS\)](#), [global positioning systems \(GPS\)](#), and unmanned aircraft systems) available to the agriculture industry. Citing technical data and academic research, compare in a written or oral format the legal, ethical, and economic impact of using emerging technologies to improve efficiency and efficacy in the agricultural industry.

3. Airspace Classification and Operating Requirements

- 5) [3.1 Operational Information for Small Unmanned Aircraft Systems](#): Analyze **small Unmanned Aircraft Systems (sUAS)** technologies, platforms, and systems to determine capabilities and limitations such as payload elements, stabilization & navigation sensors, environmental operation conditions, life & operational cycles, and operational considerations. Using the information gathered, **create a sUAS operational presentation**.

- 6) [3.2 Operating Requirements for Small Unmanned Aircraft Systems](#): Synthesize information from credible sources, and use a graphic organizer to create an **outline of the operating requirements of a small Unmanned Aircraft Systems (sUAS)** including the following:

- 4)a. differentiation of the different autonomy levels of sUAS,
- 5)b. identify and explain the purpose of a ground control station,
- 6)c. operation regulations over human beings,
- 7)d. requirements of a visual observer,
- 8)e. basic rules of safe operation,
- 9)f. aircraft safety of flight principles,
- 10)g. _____ requirements for the sUAS to be in a condition for safe operation, and
- 11)h. _____ hazardous operations plan.

- 7) [3.3 Federal Aviation Administration \(FAA\) Regulations](#): Summarize and demonstrate the **FAA regulations** associated with the operation of small Unmanned Aircraft Systems (sUAS), including registration requirements, categories of vehicles, system operators, ramifications of false reporting, accident reporting, and prohibition of operating multiple small UAS.

- 8) [3.4 Airspace Classifications](#): **Classify airspace, including general, special, and other airspaces**. Describe the operating **requirements in airspaces**, including restrictions due to Notice to Airmen (NOTAM). Given a specific region on aeronautical maps and using researched sources of information, identify authorizations required, maximum altitudes, unauthorized areas, and other points of risk or concerns for the sUAS operator.

- 9) [3.5 Fundamentals and Principles of Flight](#): Analyze **the fundamentals and principles of flight to produce a written or oral presentation relating to small Unmanned Aircraft Systems (sUAS)**. The presentation should include, but not be limited to, aeronautical principles, aerodynamics, objects in motion through the air, and the forces that produce change to such motions. Include the responsibility and authority of the Pilot in Charge (PIC.)

10) 3.6 [Charting](#): Read and interpret **sectional charts, aeronautical charts, and chart supplements**. Identify classifications of airspace, latitude, longitude, obstacles, and navigation routes. Include the meaning of symbols, key terms, and other specific words related to small Unmanned Aircraft Systems (sUAS) as they are used in a technical context.

11) 3.7 [Radio Communication](#): Demonstrate **effective communication skills while using proper radio communications** procedures including Zulu time and the phonetic alphabet. Explain the various transmitters. Demonstrate knowledge of aircraft communication equipment.

1.4. Performance, Weather, and Restrictions

12) 4.1 [Operations](#): Compare the differences in human factors related to the **operational control, ground control, and personnel required to operate** small Unmanned Aircraft Systems (sUAS.) Summarize how the different types of human actions and automatic sensory factors impact the different types of human operator errors.

13) 4.2 [Preflight Planning](#): Articulate the components of **preflight planning to assess risk**. Be prepared to outline the **risk assessment**, and **a maintenance schedule**, and **conduct a preflight inspection**.

14) 4.3 [Sensing Systems](#): Investigate and compare the various **small Unmanned Aircraft Systems, cameras, and sensing systems** to make recommendations for specific agricultural applications.

15) 4.4 [Weather Reports](#): Using [Meteorological Aerodrome Reports](#) ~~Aviation weather reports~~ (METAR), **Terminal Aerodrome Forecasts (TAF)**, and **other weather reports** from various sources, **analyze weather reports** to interpret weather conditions for operating a small Unmanned Aircraft Systems (sUAS).

16) 4.5 [Mission Planning](#): Using **small Unmanned Aircraft Systems (sUAS)**, **plan and implement a sUAS mission**. The mission will include creating an autonomous flight plan that is safe, fully complies with FAA regulations within the National Airspace, and completes the planned objective. Serve as remote Pilot in Charge (PIC) for the mission. Demonstrate situational awareness and perform risk mitigation during the flights. Demonstrate standards of professionalism during flights. Demonstrate an understanding of mission planning, preparation, execution, and post-flight debriefing.

5. Payload, Stressors, and Data Collection

17) 5.1 [Loading and Payload](#): Explain the processes **of loading and payload as they apply to small Unmanned Aircraft Systems (sUAS)**, including the historical payload uses and prohibitions for carrying hazardous materials, citing technical manuals. Determine the impact of a load on performance by calculating the in-flight weight of the payload using load factor charts to maintain specific altitudes.

- 18) [5.2 Small Unmanned Aircraft System Guidelines](#): Summarize the **legal guidelines surrounding evidence obtained by a small Unmanned Aircraft System (sUAS)** in the following situations:
- [uUnlawfully captured images.](#)
 - [cCrime scene documentation.](#)
 - [sSearch and rescue, and](#)
 - [sSurveillance/reconnaissance.](#)
- 19) [5.3 Use of small Unmanned Aircraft Systems \(sUAS\) in Scene Evidence](#): Describe how **small Unmanned Aircraft Systems (sUAS) are used to document scene evidence**. Explain or demonstrate the creation of either an ortho-mosaic 2D diagram or 3D point cloud reconstruction with obtained photographs. Include the following concepts:
- [1\)a.gGround control points.](#)
 - [2\)b.tTotal Sstation -or real-time kKinematics GPS, and](#)
 - [3\)c.pPhotogrammetry.](#)
- 6) [5.4 Camera and GPS Usage](#): Use the sUAS with either a **single or multiple camera sensor** setup to aid in aerial search and rescue operations. **Using GPS**, document the previously searched areas and identify areas for future searches. Explain the following:
- [uUsing encrypted video transmission equipment to distribute the live video feed securely and remotely to others.](#)
 - [uUsing advanced mission planning software to orchestrate the integration of sUAS with ground personnel; and](#)
 - [uUsing the sUAS with a payload release mechanism for delivery of first aid supplies, water, personal flotation devices, etc. directly to the injured.](#)
- 7) [5.5 Aerial Support Systems](#): Explain the use of the **sUAS for aerial support of SWAT or tactical response teams**, using thermal or infrared camera sensors and encrypted video transmission equipment. Include a description of the distribution of the live video feed securely and remotely to team personnel and the command post.
- 8) [5.6 sUAS Usage Evaluation](#): Evaluate the **use of the sUAS** in the following scenarios:
- [tTo monitor prior to and during the execution of a high-risk warrant;](#)
 - [tTo monitor protests, crowds at outdoor venues/concerts, etc.;](#)
 - [tTo monitor vehicle and pedestrian traffic; and](#)
 - [tTo detect chemical, biological, and/or radiological signatures at HAZMAT scene using sensors.](#)

Standards Alignment Notes

References to other standards include:

- 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.
 - [Work-Based Learning Framework opportunities \(such as internships, cooperative education, service learning, and job shadowing\) or industry-driven project-based learning. These experiences must comply with the Work-Based Learning Framework](#)

guidelines established in SBE High School Policy 2.103. As such, this course must be taught by a teacher with an active WBL Certificate issued by the Tennessee Department of Education and follow policies outlined in the Work-Based Learning Policy Guide available online at <https://www.tn.gov/education/educators/career-and-technical-education/work-based-learning.html>.

Principles of Fire and Emergency Services

Primary Career Cluster:	Law, Public Safety, Corrections, & Security
Course Content:	CTE.Standards@tn.gov
Course Code(s):	C30H04
Prerequisite(s):	None
Credit:	1
Grade Level(s):	9-10
Focused Elective Focus- Graduation Requirements:	This course satisfies one of three credits required for an elective focus when taken in conjunction with other Law, Public Safety, Corrections, & Security courses.
POS Concentrator:	This course satisfies one out of two required courses that must be taken from a single program of study to meet the Perkins V concentrator definition requirements.
Programs of Study and Sequence:	This is the first course Year 1 course in the <i>Fire Management Services</i> program of study.
Aligned Student Organization:	SkillsUSA: https://www.skillsusatn.org/
Coordinating Work-Based Learning:	Teachers are encouraged to use embedded WBL activities such as informational interviewing, job shadowing, and career mentoring. For information, visit https://www.tn.gov/content/tn/education/career-and-technical-education/work-based-learning.html https://www.tn.gov/education/educators/career-and-technical-education/work-based-learning.html .
Promoted Tennessee Student Industry Credentials:	Credentials are aligned with postsecondary and employment opportunities and with the competencies and skills that students acquire through their selected program of study. For a listing of promoted student industry credentials, visit https://www.tn.gov/education/educators/career-and-technical-education/student-industry-certification.html .
Teacher Endorsement(s):	751
Required Teacher Certifications/Training:	Please refer to Occupational Educator Licensure Guidance for a full list. ~~Tennessee Fire Commission Firefighter Instructor 1~~ Please refer to the Occupational Educator Licensure Guidance.
Required Training:	None
Teacher Resources:	https://www.tn.gov/education/educators/career-and-technical-education/career-clusters.html https://www.tn.gov/education/educators/career-and-technical-education/career-clusters/cte-cluster-law-public-safety.html Best for All Central: https://bestforall.tnedu.gov/

Course at a Glance

CTE courses provide students with an opportunity to develop specific academic, technical, and ~~21st century~~21st-century skills necessary to be successful in ~~career-careers~~ and ~~in~~ life. In pursuit of ensuring every student in Tennessee achieves this level of success, we begin with rigorous course standards ~~which-that~~ feed into intentionally designed programs of study.

Students engage in ~~industry-relevant~~industry-relevant content through general education integration and experiences such as career ~~&-and~~ technical student organizations (CTSO) and work-based learning (WBL). Through these experiences, students are immersed with ~~industry standard~~industry-standard content and technology, solve industry-based problems, meaningfully interact with industry professionals, and use/produce ~~industry-specific~~industry-specific, informational texts.

Using a Career and Technical Student Organization (CTSO) in Your Classroom

CTSOs are a great resource to put classroom learning into real-life experiences for ~~your~~ students through classroom, regional, state, and national competitions, and leadership opportunities. Below are CTSO connections for this course; ~~note~~ this is not an exhaustive list.

- Participate in the CTSO Fall Leadership Conference to engage with peers by demonstrating logical thought processes and developing ~~industry-specific~~industry-specific skills that involve teamwork and project management.
- Participate in contests that highlight job skill demonstration; ~~interviewing~~ skills; ~~community service~~ activities, extemporaneous speaking, and job ~~interview~~interviews.
- Participate in leadership activities such as Student2Student Mentoring, National Week of Service, Officer Training, and Community Action Project

~~For more ideas and information, visit Tennessee SkillsUSA at~~ <https://www.skillsusatn.org/>

Using Work-~~B~~Based Learning (WBL) in Your Classroom

Sustained and coordinated activities ~~that relate~~related to the course content are the key to successful work-based learning. Possible activities for this course include the following. This is not an exhaustive list.

- **Standards 4-51.1-2.1** | Participate in a firefighter orientation at a local fire department.
- **Standards 6-93.1-4.4** | Visit a local fire department to work with ~~fire fighters~~firefighters to practice using self-contained breathing apparatus.
- **Standards 9-135.1-5.4** | Visit a 911 call center and have students speak with dispatchers about emergency services communications.
- **Standards 14-166.1-6.3** | Invite a local fire department to work with students on the use of fire hoses.
- **Standards 17-207.1-7.4** | Invite the American Red Cross or American Heart Association to provide Basic Life Support and First Aid training for students.
- **Standards 21-238.1-8.4** | Visit the local fire training academy to observe demonstrations of the concepts surrounding the science of ~~a~~ fire.

~~For more ideas and information, visit~~ <https://www.tn.gov/content/tn/education/educators/career-and-technical-education/career-clusters/cte-cluster-law-public-safety.html/>

Course Description

Principles of Fire and Emergency Services is the [introductory Year 1](#) 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, proficient students who are at least 16 years of age will have met the state requirements (T.C.A. 4-24-112) for minimum training of firefighters. Standards in this course are aligned with the National Fire Academy Fire and Emergency Services (FESHE) model.

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, & Security website at~~

~~<https://www.tn.gov/content/tn/education/educators/career-and-technical-education/career-clusters/cte-cluster-law-public-safety.html/>~~

Course Standards

1. Career Overview (Firefighter Orientation)

- [1.1- Career Exploration](#): 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-carehealthcare professionals** to capture at [a](#) minimum the following:
 - a. ~~J~~job description;
 - b. ~~R~~oles and responsibilities;
 - c. ~~e~~Essential knowledge and skills needed for the career;
 - d. ~~p~~Program or path of study to reach occupational goals, beginning with high school and proceeding through postsecondary;
 - e. ~~r~~Required personality traits for the career;
 - f. ~~L~~icensure and credentialing requirements;
 - g. ~~N~~on-educational job requirements such as physical fitness tests, minimum age, and psychological evaluations;
 - h. ~~r~~Required professional attributes, ~~(such as teamwork, time management, and leadership; and)~~
 - i. ~~N~~National Fire Protection Association (NFPA) 1500 standards for training and National Highway Traffic Safety Administration (NHTSA) training standards
———(FESHE PES 3, 5, 10, 11).

1.2- Career and Technical Student Organization Introduction: Introduce the program's aligned Career and Technical Student Organization (CTSO), SkillsUSA, through an interactive activity, such as a classroom competition.

1.3-Ethical Artificial Intelligence (AI): Explore the ethical implications of AI usage through interactive discussions and case studies, learning to identify bias, ensure fairness, and protect privacy in AI systems. Develop critical thinking skills to evaluate the societal impact of AI technologies, while fostering a sense of responsibility and ethical decision-making in the ir-own-use of AI tools.

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

2.1 Organizational Structure: Generate an informational brochure to share with elementary students, including the **scope, purpose, and organizational structure of fire and emergency services**. Distinguish among public, private, and volunteer services. (FESHE PES 7)

3. Health and Safety (Firefighter Safety and Health)

◆3.1 Safety Regulations: Investigate **National Fire Protection Association 1500 and National Highway Traffic Safety Administration Emergency Medical Service** standards related to the health and safety of ~~firefighter~~ **firefighters** 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.

◆3.2 Career Risks: **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.

◆3.3 Stress Management in High-Risk Careers: 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.

4. Protective Clothing, Protective Equipment, and Occupational Safety and Health Administration (OSHA) Standards (Firefighter Safety and Health)

- 4.1 Protective Clothing and Gear: Explain the terms **personal protective clothing (turnout gear)** and **personal protective equipment (PPE)**. Describe the following for each item and demonstrate use of the following:

- a. Purpose.
- b. Characteristics.
- c. Guidelines for care.
- d. Limitations of each, and
- e. Conditions that warrant utilizing each.

- 4.2 Respiratory Management: 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.

- 4.3 Breathing Apparatus: 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 the following:

- a. dDon SCBA: oOver the head method.
- b. dDon SCBA: cCoat mMethod.
- c. dDon SCBA: sSeat-mMount mMethod.
- d. dOff SCBA.
- e. iInspect SCBA.
- f. cClean SCBA.
- g. fFill SCBA cylinder from cascade system.
- h. cControlled bBreathing tTechniques.
- i. eExit a constricted opening wearing standard SCBA.
- j. cChange an SCBA-one person method; and
- k. cChange an SCBA-two person method.

- 4.4 OSHA Standards: 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. bBlood-borne pathogen protection.
- b. eEye and face protection.
- c. rRespiratory protection.
- d. hHead protection.
- e. fFoot protection.
- f. eElectrical protection.
- g. hHand protection.
- h. fFire brigades, and
- i. dDon and doff personal protective clothing and personal protective equipment.

5. Emergency Department Communication (Fire Department Communications)

- ◆5.1 Fire Call Responding: 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.
- ◆5.2 Emergency Communication: 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 the argument with counterclaim(s) and justification.
- ◆5.3 Effective Communication in Emergency Response: Evaluate factors that contribute to **effective communication and interview skills** with patients/victims/bystanders in an emergency situationan emergency, demonstrating sensitivity to cultural differences and other potential barriers to communication. Apply **effective communication and interviewing skills** within a practicum setting.
- ◆5.4 Emergency Communication Processes: Understand the **principles of and practice skills** related to the following **emergency communication processes**:
 - ⇒a. hHandle business calls and reports of emergencyemergencies.
 - ⇒b. uUse a portable radio for routine traffic.
 - ⇒c. uUse a portable radio for emergency traffic (i.e., call a mayday). and
 - ⇒d. cCreate an incident report.

6. Water Supply, Fire Hose, and Fire Streams

- ◆6.1 Fire Hose Components: 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. mMake a straight hose roll.
 - b. mMake a donut hose roll.
 - c. cCouple a hose-foot-tilthose-foot-tilt method.
 - d. cCouple a hose two-firefighter method.
 - e. uUncouple a hose knee-press method. and
 - f. uUncouple a hose two-firefighter method.
- ◆6.2 Proper Care of a Fire Hose: 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.**

- **6.3 Fire Hose Standards:** Interpret concepts related to **hose loads and finishes, preconnected hose loads, and supply hose lays**. Perform the following skills related to these concepts:

- Make the accordion hose load.
- Make the horseshoe hose load.
- Make the flat hose load.
- Make the preconnected flat hose load.
- Make the triple layer hose load.
- Make the minuteman hose load.
- Connect to a hydrant using a forward lay, and
- Make the reverse hose lay.

7. Emergency Operations (Firefighter Safety and Health)

- **7.1- Emergency Response Laws:** Analyze traffic laws, regulations for riding in emergency vehicles, wearing seatbelts in emergency vehicles, and driver operation standards.
- **7.2- Emergency Support Systems:** Create an electronic presentation outlining the principles associated with the following: **Passport System, SCBA Tag System, interior operations, emergency escape, and rapid intervention.**
- **7.3- Emergency Scene Approach:** Understand the **principles of and practice skills** related to the following emergency operations:
 - a. Scene Size-up with the motivation of other agencies.
 - b. Mounting and dismounting a fire truck or ambulance, and
 - c. Setting up a safe work area using traffic and scene control devices.
- **7.4- Emergency Response Certifications:** Successfully perform **American Red Cross or American Heart Association Adult, Child, and Infant Basic Life Support for Healthcare Providers and first aid skills.**

8. Fire Behavior

- **8.1 Fire Science:** Analyze the **concepts surrounding the science of a fire**, including areas such as **the following**:
 - 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, and
 - h. Products of combustion.

Document findings in a written report linking information in a cohesive manner. (FESHE PES 2)

8.2-Fire Science Investigation: Research various **aspects of fire science**, focusing on the topics outlined above. Collect data from the research, including **measurements of temperature, observations of flame characteristics, and analysis of combustion products**. Write a comprehensive report to ~~synthesizes~~**synthesize** the research, experimental findings, and analysis of fire science concepts. Structure the report to include sections on **physical and chemical properties of fire, modes of combustion, fire classification, the fire triangle and tetrahedron, heat transfer mechanisms, fuel types, oxygen availability, and products of combustion**. Compile the report with other artifacts for inclusion in a program portfolio, such as an engineering design notebook, to be updated throughout the program of study.

◆8.3 Types of Fire Extinguishers: Explain the **portable fire extinguisher rating system**, and then identify the **types of portable fire extinguishers and the extinguishing agent characteristics**.

◆8.4 Proper Use of Fire Extinguishers: Understand the concepts of and demonstrate proficiency related to **selecting and using portable fire extinguishers**:

- ⊖a. gGiven a type of fire, select the proper type of portable fire extinguisher;
- ⊖b. operate a portable fire extinguisher using the PASS method of application;
- ⊖c. operate a stored pressure water extinguisher;
- ⊖d. operate a dry chemical (A B C) extinguisher;
- ⊖e. operate a carbon dioxide extinguisher; and
- f. inspect a portable fire extinguisher.

9. Data Analysis

9.1-Data Analysis in Law, Public Safety, Corrections & Security: Research the use of **data in Law, Public Safety, Corrections & Security career fields**. Include data that is generated internally by businesses, and externally by local communities, state, and the nation. Explore examples of how the data is used, including the following:

- a. customer/client use of products and services;
- b. demographics of end users;
- c. community, state, and national statistics; and
- d. data that must be reported to another entity.

⊖

Standards Alignment Notes

*References to other standards include:

- National Fire Academy Fire and Emergency Services Higher Education (FESHE) Model: Core Curriculum
 - Note: This course is aligned with the twelve outcomes in Principles of Emergency Services within the FESHE curriculum.
- 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.

Fire Prevention

Primary Career Cluster:	Law, Public Safety, Corrections, & Security
Course Contact:	CTE.Standards@tn.gov
Course Code(s):	C30H05
Prerequisite(s):	<i>Principles of Fire and Emergency Services</i> (C30H04)
Credit:	1
Grade Level(s):	10-11
Focused Elective Focus: Graduation Requirements:	This course satisfies one of three credits required for an elective focus when taken in conjunction with other Law, Public Safety, Corrections, & Security courses.
POS Concentrator:	This course satisfies one out of two required courses that must be taken from a single program of study to meet the Perkins V concentrator definition requirements.
Programs of Study and Sequence:	This is ~~second course~~ the Year 2 course in the <i>Fire Management Services</i> program of study.
Aligned Student Organization(s):	SkillsUSA: https://www.skillsusatn.org/
Coordinating Work-Based Learning:	Teachers are encouraged to use embedded WBL activities such as informational interviewing, job shadowing, and career mentoring. For information, visit https://www.tn.gov/education/educators/career-and-technical-education/work-based-learning.html .
Promoted Tennessee Student Industry Credentials	Credentials are aligned with postsecondary and employment opportunities and with the competencies and skills that students acquire through their selected program of study. For a listing of promoted student industry credentials, visit https://www.tn.gov/education/educators/career-and-technical-education/student-industry-certification.html .
Teacher Endorsement(s):	751
Required Teacher Certifications/Training:	<u>Please refer to Occupational Educator Licensure Guidance for a full list.</u> ~~Tennessee Fire Commission Firefighter Instructor 1~~ ~~Please refer to the Occupational Educator Licensure Guidance.~~
Required Teacher Training:	None
Teacher Resources:	https://www.tn.gov/education/educators/career-and-technical-education/career-clusters.html https://www.tn.gov/education/educators/career-and-technical-education/career-clusters/cte-cluster-law-public-safety.html Best for All Central: https://bestforall.tnedu.gov/

Course at a Glance

CTE courses provide students with an opportunity to develop specific academic, technical, and ~~21st century~~21st-century skills necessary to be successful in ~~career-careers~~ and in life. In pursuit of ensuring every student in Tennessee achieves this level of success, we begin with rigorous course standards ~~which-that~~ feed into intentionally designed programs of study.

Students engage in ~~industry-relevant~~industry-relevant content through general education integration and experiences such as career ~~&-and~~ technical student organizations (CTSO) and work-based learning (WBL). Through these experiences, students are immersed with ~~industry standard~~industry-standard content and technology, solve industry-based problems, meaningfully interact with industry professionals, and use/produce ~~industry-specific~~industry-specific, informational texts.

Using a Career and Technical Student Organization (CTSO) in Your Classroom

CTSOs are a great resource to put classroom learning into real-life experiences for ~~your~~ students through classroom, regional, state, and national competitions, and leadership opportunities. Below are CTSO connections for this course; note this is not an exhaustive list.

- Participate in the CTSO Fall Leadership Conference to engage with peers by demonstrating logical thought processes and developing ~~industry-specific~~industry-specific skills that involve teamwork and project ~~management~~management.
- Participate in contests that highlight job skill demonstration; interviewing skills; community service activities, extemporaneous speaking, and job ~~interview~~interviewinterviews.
- Participate in leadership activities such as Student2Student Mentoring, National Week of Service, Officer Training, and Community Action Project.

~~For more ideas and information, visit Tennessee SkillsUSA at~~ <http://www.tnskillsusa.com>.

Using Work-~~B~~ased Learning (WBL) in Your Classroom

Sustained and coordinated activities ~~that relate~~related to the course content are the key to successful work-based learning. Possible activities for this course include the following. This is not an exhaustive list.

- **Standards 1.1-1.5 -5** | Invite an industry representative to discuss disasters and emergency preparedness.
- **Standards 6-82.1-2.3** | Invite industry representatives from local government and civilian response agencies for a panel discussion on emergency response organizations and personnel.
- **Standards 9-133.1-3.5** | Invite a local Community Emergency Response Team (CERT) representative to discuss community infrastructure related to disaster response.
- **Standards 10-184.1-4.5** | Invite a firefighter from the local fire hall to demonstrate and assist students with knot tying.
- **Standards 19-215.1-5.3** | Visit a local fire hall for ladder orientation.
- **Standards 22-326.1-9.2** | Invite local CERT team representatives to discuss various aspects of safety precautions, HAZMAT situations, and mock disaster drills.

~~For more ideas and information, visit~~ <https://www.tn.gov/content/tn/education/educators/career-and-technical-education/career-clusters/cte-cluster-law-public-safety.html/>.

Course Description

Fire Prevention provides an overview of the fire prevention techniques ~~which that~~ are utilized by ~~fire fighter~~~~firefighter~~ professionals in response to various fire emergencies. Upon completion of this course, proficient students will be able to identify the magnitude of a natural or unnatural disaster and its effects on the many facets of communities as well as conduct hazard identification and learn how to control and prevent fires. This course equips students with the skills and knowledge surrounding a Community Emergency Response Team (CERT) and gives them the ability to apply those skills in mock scenarios. This course teaches skills involving ropes, knots, ground ladders, and hazard response. Standards in this course are aligned with the National Fire Academy Fire and Emergency Services (FESHE) model.*

Program of Study Application

This is the second course in the *Fire Management Services* programs of study. For more information on the benefits and requirements of implementing these programs in full, please visit the respective career cluster website, Law, Public Safety, Corrections, & Security at <https://www.tn.gov/content/tn/education/educators/career-and-technical-education/career-clusters/cte-cluster-law-public-safety.html/>

Course Standards

1. Disasters and Emergency Preparedness

- ~~1.1- Outline the features of a disaster. Differentiate among environmental and natural disasters, acts of terrorism, and technological hazards, citing real-life examples found in news media, and describe how each impacts the health and stability of communities. Accurately identify appropriate local, state and national agencies that could respond in each type of disaster.~~

1.1 Features of a Disaster: -Differentiate amongbetween **environmental and natural disasters, acts of terrorism, and technological hazards, citing real-life examples found in news media**, and describe how each impacts the health and stability of communities. Accurately identify appropriate local, state, and national agencies that could respond ~~into~~ each type of disaster.

1.2- Historical Events and Milestones: Articulate important **historical events and milestones**, (such as the creation of the Department of Homeland Security,) impacting the evolution of present-day emergency preparedness systems in the United States. Use a timeline or other graphic to illustrate the major developments from the colonial period to today, citing specific textual evidence from research.

1.3 Laws and Regulations: Using **federal, state, and local government websites, research the statutesstatutes, laws, and regulations related to emergency preparedness**. Describe the hierarchy of those regulations in relation to the agencies and populations they govern, citing specific textual evidence from research.

1.4 Fire Prevention: Define the **national fire problem and the role of fire prevention**.

Describe the **history and philosophy of fire prevention** and apply these concepts to current events. (FESHE Fire Prevention 1, 8)

1.5 Steps for Disaster Preparation: Create a public service announcement, community education portfolio, presentation, fact sheet series, or guidebook for citizens of the local community that **describes important steps to prepare for a disaster**. Topics should include, but are not limited to, the following:

- a. identifying community laws and policies;
 - b. understanding community alerts and warning systems;
 - c. establishing priorities accurately;
 - d. devising a communication plan involving community members, local private and public agencies, healthcare facilities, local Amateur Radio (HAM radio) clubs, and emergency agencies;
 - e. locating available resources;
 - f. recognizing the characteristics and potential consequences of safety hazards;
 - g. developing an evacuation plan;
 - h. outlining components of practice drills; and
 - i. describing the process of "sheltering in place".
- a. ~~Articulate important historical events and milestones (such as the creation of the Department of Homeland Security) impacting evolution of present-day emergency preparedness systems in the United States. Use a timeline or other graphic to illustrate the major developments from the colonial period to today, citing specific textual evidence from research.~~
- b. ~~Using federal, state and local government websites, research the statutes, laws, and regulations related to emergency preparedness. Describe the hierarchy of those regulations in relation to the agencies and populations they govern, citing specific textual evidence from research.~~
- c. ~~Define the national fire problem and the role of fire prevention. Describe the history and philosophy of fire prevention and apply these concepts to current events. (FESHE Fire Prevention 1, 8)~~
- d. ~~Create a public service announcement, community education portfolio, presentation, fact sheet series, or guidebook for citizens of the local community that describes important steps to prepare for a disaster. Topics should include, but are not limited to:~~
- a. ~~Identifying community laws and policies~~
 - b. ~~Understanding community alerts and warning systems~~
 - c. ~~Establishing priorities accurately~~
 - d. ~~Devising a communication plan involving community members, local private and public agencies, healthcare facilities, local HAM radio clubs, and emergency agencies~~
 - e. ~~Locating available resources~~
 - f. ~~Recognizing the characteristics and potential consequences of safety hazards~~
 - g. ~~Developing an evacuation plan~~
 - h. ~~Outlining components of practice drills~~
 - i. ~~Describing process of "sheltering in place"~~

2. Emergency Response Organizations and Personnel

2.1 Response Agencies and Disaster Response Organizations: Compile a list of **federal, state, and local government and civilian response agencies and organizations involved in disaster response** (such as Medical Reserve Corp and Federal Emergency Management Agency. Analyze the structure of the relationships among organizations and describe how each organization operates when responding to disasters. Accurately describe Incident Command Systems and how they coordinate relief efforts within and between agencies.

2.2 Fire Prevention Organizations: Identify and describe fire prevention organizations and associations and list the roles and responsibilities of fire prevention personnel. Write an informative paper or develop an infographic identifying entry requirements and qualifications for Fire Marshal, Plans Examiner, Fire Inspector, Fire and Life Safety Educator, and Fire Investigator. Incorporate the secondary courses that will prepare students to be successful in these positions. (FESHE Fire Prevention 2,6,7)

e.—

~~f.—Fire Prevention Bureau: Identify and describe fire prevention organizations and associations and list the roles and responsibilities of fire prevention personnel. Write an informative paper or develop an infographic identifying entry requirements and qualifications for Fire Marshal, Plans Examiner, Fire Inspector, Fire and Life Safety Educator, and Fire Investigator. Incorporate the secondary courses that will prepare students to be successful in these positions. (FESHE Fire Prevention 2,6,7)~~

~~g.2.3~~ Investigate and report on the **functions of the fire prevention bureau**. Include an analysis of laws, rules, regulations, and codes and determine those relevant to fire prevention and the authority ~~which that~~ has jurisdiction in your region. (FESHE Fire Prevention 3, 4)

3. Hazard Identification/Control and Fire Prevention

h.3.1 Relationship of Disaster and Community Infrastructure: Explain how a **disaster can impact a community's infrastructure**. Identify hazards associated with structural damage from disasters and explain, using a graphic illustration, how they can be addressed in an emergency situation.

i.3.2 Fire and Utility Hazards Associated with Fire: Identify **hazards associated with fires and utilities in a disaster**. Outline the **nine steps of a Community Emergency Response Team (CERT) Size-up** when looking for fire or utility ~~hazards, and hazards and~~ locate vulnerable areas in a school or other community building. Prepare a plan for dealing with these hazards, including guidelines for maintaining personal safety. Compile information on all public and private companies and/or agencies in the area available to assist with hazard control.

~~j~~3.3 [Public Building Disaster Guide](#): Create a **disaster guide for community members in a specific public building**, outlining the following:

- a. primary and secondary exits from the building.
- b. designated gathering places in the event of an emergency; procedures to be followed, [and](#)
- c. other essential instructions or information.

~~k~~3.4 [Community Structure for Emergency Response](#): For a given structure in the community, create a map to **identify where all firefighting equipment and utility ~~shut-off~~shut-offs are located throughout the building**. Conduct a research project on **fire hazards and safety equipment** that culminates in the creation of an informational essay describing fire chemistry, the classification of fires, [the](#) selection of the proper fire extinguisher, and fire suppression safety.

~~l~~3.5 [Safety Tools and Equipment for Emergency Response](#): Follow procedures to work safely around materials. Demonstrate fire inspection practices and procedures, including data collection, ~~and~~ analysis, and ~~plans-plan~~ review for fire and life safety education practices. **Locate and select the appropriate tools and equipment**. Critique the **readiness of the tools, use the tools to accomplish the desired tasks**, and then **return the tools and accessories to their proper storage locations**. (FESHE Fire Prevention 5)

4. Ropes and Knots

~~m~~ 4.1- [Life-Safety and Utility Rope](#): 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~~ [and](#) demonstrate proficiency in coiling and uncoiling ropes.

~~n~~4.2 [Proper Rope Care](#): Articulate **the importance of maintaining, caring for, and inspecting ropes**; perform skills related to [National Fire Protection Association \(NFPA\)](#) standards **for inspecting, cleaning, and storing both types of rope**. Determine conditions that would warrant a rope being taken out of service.

~~o~~4.3 [Knot Tying](#): Explain the **following components** when preparing to **tie knots**:

- 9)a. ~~p~~Parts of a rope.
- 10)b. ~~c~~Considerations in tying knots.
- 11)c. ~~e~~Elements of a knot.
- 12)d. ~~c~~Characteristics of knots commonly used in fire service, [and](#)
- 13)e. ~~r~~Rope hardware.

~~p~~4.4 [Rope Tying Demonstration](#): When given the proper size and amount of rope, **properly demonstrate tying the following knots**:

- 24)a. ~~t~~Tie the single overhand knot.
- 25)b. ~~t~~Tie a bowline.
- 26)c. ~~t~~Tie a clove hitch.
- 27)d. ~~t~~Tie a clove hitch around an object.
- 28)e. ~~t~~Tie a figure eight, [and](#)

29)f. Tie a figure eight on a bight.

4.5 **Hoisting and Safety Precautions:** Identify tools and equipment used in the practice of hoisting and incorporating safety precautions. Demonstrate proficiency in identification related to the following:

- a. hHoisting an axe.
- b. hHoisting a pike pole.
- c. hHoisting a roof ladder.
- d. hHoisting a dry hose line, and
- e. hHoisting a power saw.

5. Ground Ladders

5. Ground Ladders

f. 5.1- Ground Ladder Usage: 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 explanation.

g. 5.2- Ground Ladder Demonstration: 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.**

h. 5.3- Ground Ladder Safety and Implementation: Understand the concepts of and perform the following skills with 100% accuracy-relatedaccuracy-relatedaccuracy-related to ground ladders:

- a. LLadder carry: one-firefighter low-shoulder method;ix
- b. LLadder carry: two-Firefighter low-shoulder method;ix
- c. LLadder carry: three-firefighter low-shoulder method;ix
- d. tTie the halyard;ix
- e. rRaise a ladder - one firefighter method single ladder;ix
- f. rRaise a ladder = one firefighter method extension ladder;ix
- g. rRaise a ladder = two firefighter flat raise;ix
- h. rRaise a ladder - two firefighter beam raise;ix
- i. rRaise a ladder - three- or four-two firefighter flat raise;ix
- j. dDeploy a roof ladder - one firefighter method;ix
- k. pPivot a ladder - two firefighter method;ix
- l. sShift a ladder - one firefighter method;ix
- m. sShift a ladder - two firefighter method;ix
- n. lLeg lock on a ground ladder;ix
- o. Assistassist a conscious victim down a ground ladder;ix and
- p. aAssist an unconscious victim down a ground ladder.

6. 6. Forcible Entry

- u- 6.1- Breaching Walls and Floors Safety: Outline **the procedures, safety precautions, use of tools, and special considerations** involved in the **breaching of walls and floors when entry ~~in~~ into a door or window is not possible**. Perform the skills related to forcible entry with 100% accuracy as outlined by the following:
 - a. ~~f~~Forced entry through an inward-swinging door – two-firefighter method;
 - b. ~~f~~Forced entry through an outward-swinging door ~~=~~ wedge-end method;
 - c. ~~F~~orced entry using the through-the-lock method;
 - d. ~~f~~Forced entry using the through-the-lock method with the K-tool;
 - e. ~~f~~Forced entry using the through-the-lock method with the A-tool;
 - f. ~~f~~Forced entry through padlocks;
 - g. ~~f~~Forced entry through a double-hung window; and
 - h. ~~F~~orced entry through a glass pane window.

7. 7. Salvage, Overhaul, and Cause

- v- 7.1- Overhaul Operations: 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.**
- w- 7.2- Salvage and Loss Control of a Structure: Understand the following **concepts ~~of~~ and demonstrate proficiency** related to **salvage and loss control of a structure:**
 - a. ~~c~~Clean, inspect, and repair a salvage cover;
 - b. ~~r~~Roll a salvage cover for a one-firefighter spread;
 - c. ~~s~~Spread rolled salvage cover - one-firefighter method;
 - d. ~~f~~Fold a salvage cover for a one-firefighter spread;
 - e. ~~r~~Roll a salvage cover for a two-firefighter spread;
 - f. ~~s~~Spread a folded salvage cover for a two-firefighter balloon throw;
 - g. ~~c~~Construct a water chute without pike poles;
 - h. ~~c~~Construct a water chute with pike poles; and
 - i. ~~c~~Construct a catchall.

8. 8. Hazardous Materials

- *- 8.1- Hazardous Material and Personal Protective Equipment (PPE): 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.
- y- 8.2- Proper Protection with Hazardous Material: 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.

~~z.~~ **8.3- Hazmat Regulations:** 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.**

- ~~g.~~**a.** Thermal
- ~~h.~~**b.** Radiological
- ~~i.~~**c.** Asphyxiation
- ~~j.~~**d.** Chemical
- ~~k.~~**e.** Etiological/Biological
- ~~l.~~**f.** Mechanical
- ~~m.~~**g.** Illicit laboratories

~~aa.~~ **8.4- Hazardous Material Outcomes:** 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.

~~bb.~~ **8.5- Packaging Specifications:** 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.

~~cc.~~ **8.6- Regulations for Transportation of Hazardous Materials:** Explain the difference in the **regulation of hazardous material transportation between the U.S. Department of Transportation (USDOT), Transport Canada (TC), the 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. Obtain information about a hazardous material using the USDOT's Emergency Response Guidebook (ERG):

- ~~n.~~**a.** Using the U.N. ~~i~~**d**entification ~~N~~**u**number.
- ~~o.~~**b.** Using the ~~m~~**M**aterial ~~n~~**N**ame.
- ~~p.~~**c.** Using the ~~c~~**C**ontainer ~~p~~**P**rofile, and
- ~~q.~~**d.** Using the ~~p~~**P**lacard.

9.- Emergency Response Planning and Prevention

~~dd.~~ **9.1- Emergency Response Plan:** Investigate the guidelines **governing youth CERT teams regionally and nationally**. Utilizing skills and competencies from Emergency Preparedness, Disaster Medical Operations, Hazards Identification, Search and Rescue, and Disaster Psychology, **work in a team to create a comprehensive school emergency preparedness student plan, in conjunction with the school administration**. Identify roles and responsibilities for all team members. Compare and align guidelines with the school disaster plan, if applicable. Include information on the following:

- ~~2.~~**a.** Incident ~~c~~**C**ommand ~~s~~**S**ystem;~~i~~
- ~~3.~~**b.** On-scene management;~~i~~
- ~~4.~~**c.** ~~p~~**P**rotocols for specific types of disasters and responses;~~i~~
- ~~5.~~**d.** ~~c~~**C**ommunication procedures;~~i~~
- ~~6.~~**e.** ~~r~~**R**esource management plans;~~i~~

7.f. dDrills and training;_{ix}

8.g. National Incident Management System (NIMS) compliance, at least IS-700, IS-800, ICS-100;_{ix}

9.h. mMobilization guidelines;_{ix}

10.i. fForms and documentation;_{ix}

11.j. pProtocols for dealing with the media;_{ix} and

12.k. pParticipation in community disaster incidents beyond the school.

ee. 9.2- Disaster Drill Demonstration: Participate in a Mock Disaster Drill. Involve community emergency preparedness personnel if possiblepossible to help design and set up the scenarios for various stations and observe teams at work during the actual drill to evaluate the responses. Conduct a post-drillpost-drill review to collect feedback from observers and team members. Craft an informational essay of expertise and areas in need of improvement through further training. Design a plan to provide team members with that training.

10. Final Project

10.1 Team Project with Data Analysis: As a team, **identify a problem** related to the program of study as a whole. **Research and utilize the Engineering Design Process to design a solution**. Document the following steps in an engineering design notebook for inclusion in the program portfolio. When possible, connect the problem to an existing SkillsUSA event.

- f. **Problem Identification:** Brainstorm specific problems and challenges within the program of study. Conduct basic research to understand the scope and implications of the identified problem. Identify one problem as a focus area.
- g. **Research and Analysis:** Conduct in-depth research on chosen topics related to the problem. Locate and analyze a dataset related to the problem.
- h. **Review the Stages of the Engineering Design Process:** Define the problem, research, brainstorm solutions, develop prototypes, test and evaluate, and iterate. Consider constraints such as cost, efficiency, and environmental impact during the design process.
- i. **Project Implementation:** Assign specific roles within the design teams (e.g., project manager, researcher, designer, tester). Design a solution tailored to address the identified problem or scenario. Document progress through design journals, sketches, diagrams, and digital presentations. (Note: Prototype is optional in the Year 2 course.)
- j. **Presentation and Reflection:** Showcase the problem and solution to the class. Share the data that was analyzed and how it affected the solution. Discuss the design process and challenges. As a class, critically evaluate the effectiveness and feasibility of the solutions and propose potential improvements.

SStandards Alignment Notes

*References to other standards include:

- National Fire Academy Fire and Emergency Services Higher Education (FESHE): [Core Curriculum](#). This course aligns with the eight outcomes in FESHE Fire Prevention.
- IFSTA: [International Fire Service Training Association](#)
- EMR: [National Emergency Medical Services Educational Standards](#) for Emergency Medical Responders
- 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.

~~**Informational artifacts include, but are not limited to, graphic organizers, brochures, posters, fact sheets, narratives, essays, and presentations. Graphic illustrations include, but are not limited, to charts, tables, graphs, rubrics, drawings, and models.~~

Fire Science I

Primary Career Cluster:	Law, Public Safety, Corrections, & Security
Course Contact:	CTEStandards@tn.gov
Course Code(s):	C30H06
Prerequisite(s):	<i>Fire Prevention</i> (C30H05)
Credit:	1
Grade Level(s):	11-12
~~Focused Elective~~ Elective Focus- Graduation Requirements:	This course satisfies one of three credits required for an elective focus when taken in conjunction with other Law, Public Safety, Corrections, & Security courses.
~~Program of Study (POS) Concentrator:~~	This course satisfies one out of two required courses that must be taken from a single program of study to meet the Perkins V concentrator definition requirements.
Programs of Study and Sequence:	This is the ~~third-Year 3~~ course in the <i>Fire Management Services</i> program of study.
Aligned Student Organization(s):	SkillsUSA: https://www.skillsusatn.org/
Coordinating Work-Based Learning:	Teachers are encouraged to use embedded WBL activities such as informational interviewing, job shadowing, and career mentoring. For information, visit https://www.tn.gov/education/educators/career-and-technical-education/work-based-learning.html .
Promoted Tennessee Student Industry Credentials:	Credentials are aligned with postsecondary and employment opportunities and with the competencies and skills that students acquire through their selected program of study. For a listing of promoted student industry credentials, visit https://www.tn.gov/education/educators/career-and-technical-education/student-industry-certification.html .
Teacher Endorsement(s):	751
Required Teacher Certifications/Training:	~~Please refer to Occupational Educator Licensure Guidance for a full list.~~ Tennessee Fire Commission Fire Fighter Instructor 1 ~~Please refer to the Occupational Educator Licensure Guidance.~~
~~Required Teacher Training:~~	~~None~~
Teacher Resources:	https://www.tn.gov/education/educators/career-and-technical-education/career-clusters.html https://www.tn.gov/education/educators/career-and-technical-education/career-clusters/cte-cluster-law-public-safety.html Best for All Central: https://bestforall.tnedu.gov/

Course at a Glance

CTE courses provide students with an opportunity to develop specific academic, technical, and ~~21st century~~21st-century skills necessary to be successful in careers and ~~in~~-life. In pursuit of ensuring every student in Tennessee achieves this level of success, we begin with rigorous course standards ~~which that~~ feed into intentionally designed programs of study.

Students engage in ~~industry-relevant~~industry-relevant content through general education integration and experiences such as career ~~& and~~ technical student organizations (CTSO) and work-based learning (WBL). Through these experiences, students are immersed with ~~industry standard~~industry-standard content and technology, solve industry-based problems, meaningfully interact with industry professionals, and use/produce ~~industry-specific~~industry-specific, informational texts.

Using a Career and Technical Student Organization (CTSO) in Your Classroom

CTSOs are a great resource to put classroom learning into real-life experiences for ~~your~~ students through classroom, regional, state, and national competitions, and leadership opportunities. Below are CTSO connections for this course; ~~note~~ this is not an exhaustive list.

- Participate in the CTSO Fall Leadership Conference to engage with peers by demonstrating logical thought processes and developing ~~industry-specific~~industry-specific skills that involve teamwork and project management.
- Participate in contests that highlight job skill demonstration; ~~interviewing~~ skills; ~~community service~~ activities, extemporaneous speaking, and job ~~interview~~interviews.
- Participate in leadership activities such as Student2Student Mentoring, National Week of Service, Officer Training, and Community Action Project.
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~~For more ideas and information, visit Tennessee SkillsUSA at~~ <https://www.skillsusatn.org/>.

Using Work-~~B~~ased Learning (WBL) in Your Classroom

Sustained and coordinated activities ~~that~~ related to the course content are the key to successful work-based learning. Possible activities for this course include the following. This is not an exhaustive list.

- **Standards** ~~1.1-1.3~~ 1.1-1.3 ~~-3~~ | Visit a fire services department in a local manufacturing facility.
- **Standards** ~~4-122.1-3.5~~ 4-122.1-3.5 | Invite a local firefighter to discuss scene management and safety standards surrounding fire events.
- **Standards** ~~13-184.1-4.6~~ 13-184.1-4.6 | Invite a fire inspector to discuss the characteristics of a liquid, gas, and solid fuel fire and factors that influence fire development.
- **Standards** ~~19-245.1-6.1~~ 19-245.1-6.1 | Visit the local fire training academy to work with firefighters on ventilation methods and forcible entry.
- **Standards** ~~25-347.1-7.7~~ 25-347.1-7.7 | Invite the local fire department to demonstrate water sources and water streams related to hoses.

~~For more ideas and information, visit~~ <https://www.tn.gov/content/tn/education/educators/career-and-technical-education/career-clusters/cte-cluster-law-public-safety.html/>.

Course Description

Fire Science I is the [third-Year 3](#) course in the *Fire Management Services* program of study. In this course, students will be prepared with technical knowledge and skills related to firefighter safety, fire behavior, building construction guidelines, and the use of firefighting equipment. Upon completion of this course, proficient students will be able to correctly demonstrate skills associated with ropes, ladders, and fire hoses in a non-live fire situation. Standards in this course are aligned with [the](#) National Fire Academy Fire and Emergency Services (FESHE) model.

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, & Security website at <https://www.tn.gov/content/tn/education/educators/career-and-technical-education/career-clusters/cte-cluster-law-public-safety.html/>~~

Course Standards

~~1.~~ **1. Introduction to Fire Service Training**

- [1.1- Historical Events and Milestones](#): 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. (FESHE PES 1)
- [1.2- Fire and Emergency Medical Service Systems](#): 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. (FESHE PES 4, 6)
- [1.3- Fire and Emergency Facilities](#): Research the common types **of fire and emergency facilities, the types and functions of all apparatuses, and vehicles used in fire and emergencies-emergency services**. Develop a graphic illustration of each depicting all equipment and tools found with each type of vehicle. (FESHE PES 8)

~~2.~~ **2. Regulation (Firefighter Orientation)**

- [2.1- Standard Operating Procedures \(SOP\) for Emergency Services](#): When emergencies occur, fire, emergency medical services (EMS), and public safety personnel are required to follow standard operating procedures (SOPs) ~~and~~ [“and”](#) 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**. Based on the primary responsibilities of each department, develop an **SOP for a fire department, an EMS department, and a**

public safety situation. Include code enforcement, public information, and public and private protection systems. (FESHE PES 10)

- [2.2- Private and Public Organizations and Agencies:](#) 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.** (FESHE PES 5)
- [2.3- Emergency Inspections Guidelines:](#) Describe **inspection practices and procedures.** Understand code enforcement as it impacts life and property loss. (FESHE FP 5)
- [2.4- Reference Materials for Emergency Situations:](#) 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. (FESHE PES 12)

3. 3-Incident Command Systems (Firefighter Orientation)

- [3.1- Incident Command System \(ICS\):](#) 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. (FESHE PES 7)
- [3.2- National Incident Management System:](#) 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-multiple agencies are involved.** Successfully complete Federal Emergency Management Agency (FEMA) NIMS ICS-100 and NIMS ICS-700 training courses through the Emergency Management Institute.
- [3.3- Incident Personnel Response Guidelines:](#) Construct an **organizational chart of responding personnel on the scene of an incident.** Describe the **roles and responsibilities of each person and 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. (FESHE PES 4, 6, 7)
- [3.4- Fire Department Guidelines for Emergency Response:](#) 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.
- [3.5- Scene Management and Safety Standards:](#) 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. (FESHE PES 9)

4. 4. Fire Behavior

- **4.1- [Basic Components of Fires](#):** Analyze the **basic components of fire as a chemical chain reaction and the major phases of fire**. Examine the main factors that influence fire spread and fire behavior. (FESHE PES 2)
- **4.2- [Changes Occurring within a Fire](#):** **Identify the physical, chemical, and kinetic changes that occur in a fire**. Develop a multimedia 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.
- **4.3- [Varying Types of Fuel Fires](#):** 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.
- **4.4- [Fire Development Stages](#):** Summarize the **stages of development of a fire in a compartment, examining the factors that can affect fire development**. Differentiate between **fire resistance, and flame spread**, and describe the testing procedures used to establish ratings for each. Explain in an infographic the multiple contributors to each stage, including specific terminology, possible preventive measures, and safety interventions. (FESHE Building Construction 6)
- **4.5- [Preventative Measures and Firefighter Safety](#):** 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.
- **4.6- [Fire Control Theory](#):** 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 an electronic presentation.

5. 5. Ventilation

- **5.1- [Types of Ventilation](#):** 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 construct strategies to improve ventilation.

- [5.2- Vertical Ventilation Theory:](#) 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.
- [5.3- Roof Type Ventilation:](#) 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**.
- [5.4- Horizontal Ventilation:](#) 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 peers.
- [5.5- Hydraulic Ventilation:](#) 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.

6. 6. Forcible Entry

- [6.1- Requirements for Forcible Entry:](#) 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 entry and](#) discuss the safety hazards and limitations of each tool. Perform the skills of cleaning, inspecting, and maintaining hand tools and equipment.

7. 7. Water Supply, Fire Hose, and Fire Streams

- [7.1- Components of Water Supply Systems:](#) 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.
- [7.2- Types of Fire Hydrants:](#) 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.
- [7.3- Fire Hose Demonstration:](#) 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**.
- [7.4- Safety Measures for a Hoseline:](#) Describe **procedures for and safety measures related to handling, advancing, and operating a hoseline 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. [a](#)Advance the preconnected flat hose load_{ix}
 - b. [a](#)Advance the minuteman hose load_{ix}
 - c. [a](#)Advance the ~~triple layer~~[triple-layer](#) hose load_{ix}
 - d. [a](#)Advance hose - shoulder-load method_{ix}
 - e. [a](#)Advance hose - working line drag method_{ix}
 - f. [a](#)Advance a line into a structure_{ix}
 - g. [a](#)Advance a line up and down an interior stairway_{ix}
 - h. [a](#)Advance an uncharged line up a ladder into a window_{ix}
 - i. [e](#)Extend a hose line_{ix} [and](#)
 - j. [r](#)Replace a burst hose line_{ix}
- [7.5- Principles of Fire Streams:](#) Research the **principles of fire streams** and explain the **physical and chemical effects, extinguishing properties, and characteristics of water on a fire**.
 - [7.6- Fire Stream Patterns:](#) 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. [o](#)Operate a solid-stream nozzle_{ix}
 - b. [o](#)Operate a fog stream nozzle - straight, narrow fog stream, and wide fog stream_{ix} [and](#)
 - c. [o](#)Operate a broken-stream nozzle_{ix}
 - [7.7- Solid-stream vs. Fog-stream Nozzles:](#) 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 and create a document that explains the plan to a new employee.

Standards Alignment Notes

*References to other standards include:

- National Fire Academy Fire and Emergency Services Higher Education (FESHE): [Core Curriculum](#). This course aligns with outcomes of FESHE Principles of Emergency Services, Fire Prevention, and Building Construction for Fire Protection.
- 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](#)

Fire Science II

Primary Career Cluster:	Law, Public Safety, Corrections, & Security
Course Contact:	CTE.Standards@tn.gov
Course Code(s):	C30H07
Prerequisite(s):	<i>Fire Science I</i> (C30H06)
Credit:	1
Grade Level:	12
~~Focused Elective~~ Elective Focus- Graduation Requirements:	This course satisfies one of three credits required for an elective focus when taken in conjunction with other Law, Public Safety, Corrections, & Security courses.
POS Concentrator:	This course satisfies one out of two required courses that must be taken from a single program of study to meet the Perkins V concentrator definition requirements.
Programs of Study and Sequence:	This is the fourth-Year 4 and the final course in the <i>Fire Management Services</i> program of study.
Aligned Student Organization(s):	SkillsUSA: https://www.skillsusatn.org/
Coordinating Work-Based Learning:	Teachers are encouraged to use embedded WBL activities such as informational interviewing, job shadowing, and career mentoring. For information, visit https://www.tn.gov/content/tn/education/career-and-technical-education/work-based-learning.html https://www.tn.gov/education/educators/career-and-technical-education/work-based-learning.html .

Promoted Tennessee Student Industry Credentials:	Credentials are aligned with postsecondary and employment opportunities and with the competencies and skills that students acquire through their selected program of study. For a listing of promoted student industry credentials, visit https://www.tn.gov/education/educators/career-and-technical-education/student-industry-certification.html .
Teacher Endorsement(s):	751
Required Teacher Certifications/Training:	<u>Please refer to Occupational Educator Licensure Guidance for a full list.</u> ~~Tennessee Fire Commission Firefighter Instructor 1~~ ~~Please refer to the Occupational Educator Licensure Guidance.~~
Required Teacher Training:	None
Teacher Resources:	https://www.tn.gov/education/educators/career-and-technical-education/career-clusters.html https://www.tn.gov/education/educators/career-and-technical-education/career-clusters/cte-cluster-law-public-safety.html Best for All Central: https://bestforall.tnedu.gov/

Course at a Glance

CTE courses provide students with an opportunity to develop specific academic, technical, and ~~21st century~~21st-century skills necessary to be successful in ~~career-careers~~ and in life. In pursuit of ensuring every student in Tennessee achieves this level of success, we begin with rigorous course standards ~~which-that~~ feed into intentionally designed programs of study.

Students engage in ~~industry-relevant~~industry-relevant content through general education integration and experiences such as career ~~&-and~~ technical student organizations (CTSO) and work-based learning (WBL). Through these experiences, students are immersed with ~~industry standard~~industry-standard content and technology, solve industry-based problems, meaningfully interact with industry professionals, and use/produce ~~industry-specific~~industry-specific, informational texts.

Using a Career and Technical Student Organization (CTSO) in Your Classroom

CTSOs are a great resource to put classroom learning into real-life experiences for ~~your~~ students through classroom, regional, state, and national competitions, and leadership opportunities. Below are CTSO connections for this course: ~~note this is not an exhaustive list.~~

- Participate in ~~the~~ CTSO Fall Leadership Conference to engage with peers by demonstrating logical thought processes and developing ~~industry-specific~~industry-specific skills that involve teamwork and project ~~management~~management.
- Participate in contests that highlight job skill demonstration, ~~interviewing skills~~, community service activities, extemporaneous speaking, and job ~~interview~~interviews.
- Participate in leadership activities such as Student2Student Mentoring, National Week of Service, Officer Training, and Community Action Project.

~~For more ideas and information, visit Tennessee SkillsUSA at~~ <https://www.skillsusatn.org/>.

Using Work-~~B~~ased Learning (WBL) in Your Classroom

Sustained and coordinated activities ~~that relate~~related to the course content are the key to successful work-based learning. Possible activities for this course include the following. This is not an exhaustive list.

- **Standards 1.1-1.15 -45** | Interview a local firefighter to discuss the cultural and behavioral aspects of fire ~~science~~science.
- **Standards 16-222.1-2.7** | Visit a local building site with a fire inspector to discuss building and construction ~~codes~~codes.
- **Standards 23-253.1-3.3** | Visit ~~the~~ local fire training academy to work with firefighters on rescue and ~~extrication~~extrication.
- **Standards 4.1-4.226-27** | Invite a HAZMAT professional to discuss operations at a HAZMAT ~~incident~~incident.

~~For more ideas and information, visit~~ <https://www.tn.gov/content/tn/education/educators/career-and-technical-education/career-clusters/cte-cluster-law-public-safety.html/>.

Course Description

Fire Science II is the [fourth-Year 4](#) 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, proficient 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. Standards in this course are aligned with [the](#) National Fire Academy Fire and Emergency Services (FESHE) model.

Program of Study Application

This is the fourth and final 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, & Security website at <https://www.tn.gov/content/tn/education/educators/career-and-technical-education/career-clusters/cte-cluster-law-public-safety.html/>

Course Standards

1.- Cultural and Behavioral Aspects of Fire Science (16 Life Safety Initiatives)

- [1.1- Cultural and Behavioral Change](#): Define and describe the **need for cultural and behavioral change within the emergency services** relating to safety, incorporating leadership, supervision, accountability, and personal responsibility. (FESHE Principles of Fire and Emergency Services Safety and Survival 1)
- [1.2- Accountability and Responsibility](#): Explain the need for enhancements of **personal and organizational accountability and personal responsibility**. (FESHE Principles of Fire and Emergency Services Safety and Survival 2)
- [1.3- Risk Management](#): Define how the **concepts of risk management** affect strategic and tactical ~~decision making~~**decision-making**. (FESHE Principles of Fire and Emergency Services Safety and Survival 3)
- [1.4- Unsafe Act](#): Describe and evaluate **circumstances that might constitute an unsafe act**. (FESHE Principles of Fire and Emergency Services Safety and Survival 4)
- [1.5- Empowering Emergency Workers](#): Explain the concept of **empowering all emergency services personnel** to stop unsafe acts. (FESHE Principles of Fire and Emergency Services Safety and Survival 5)
- [1.6- National Training and Professional Development](#): Validate the need for **national training standards** as they correlate to **professional development inclusive of qualifications, certifications, and re-certifications**. (FESHE Principles of Fire and Emergency Services Safety and Survival 6)

- [1.7- Health Evaluations:](#) Defend the need for **annual medical evaluations** and the establishment of **physical fitness criteria for emergency services personnel** throughout their careers. (FESHE Principles of Fire and Emergency Services Safety and Survival 7)
- [1.8- Data Collection:](#) Explain the **vital role of local departments** in national **research and data collection systems**. (FESHE Principles of Fire and Emergency Services Safety and Survival 8)
 - [1.9- Technology Advancements:](#) Illustrate how **technological advancements** can produce higher levels of emergency services safety and survival. (FESHE Principles of Fire and Emergency Services Safety and Survival 9)
 - [1.10- Investigation of Risk:](#) Explain the importance of **investigating all near-misses, injuries, and fatalities**. (FESHE Principles of Fire and Emergency Services Safety and Survival 10)
 - [1.11- Relation of Investigation and Cultural Change:](#) Discuss how incorporating the lessons learned from **investigations can support cultural change throughout the emergency services**. (FESHE Principles of Fire and Emergency Services Safety and Survival 11)
 - [1.12- Grant Opportunities:](#) Describe how **obtaining grants** can **support safety and survival initiatives**. (FESHE Principles of Fire and Emergency Services Safety and Survival 12)
 - [1.13- Risk Awareness:](#) Formulate an awareness of how **adopting standardized policies for responding to emergency scenes can minimize near-misses, injuries, and death**. (FESHE Principles of Fire and Emergency Services Safety and Survival 13)
 - [1.14- Incidents Relation to Emergency Service Personnel:](#) Explain how the increase in violent incidents impacts **safety for emergency services personnel when responding to emergency scenes**. (FESHE Principles of Fire and Emergency Services Safety and Survival 14)
 - [1.15- Education Components for Safety Programs:](#) Describe the importance of **public education as a critical component of life safety programs**. (FESHE 1-18)

[2.- Building Construction and Codes](#)

- [2.1- Construction Material and Hazards:](#) Describe the common **building materials and articulate the hazards that firefighters** will encounter with each. Incorporate appropriate **construction terms** for each material discussed. Describe **building construction as it relates to firefighter safety, building codes, fire prevention, code inspection, firefighting strategy, and tactics**. (FESHE Building Construction 1)

- [2.2- Types of Building Construction: National Fire Protection Association \(NFPA\) 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-weaknesses** of each, and the **associated hazards that firefighters can expect to encounter**. Identify the function of each principle structural component in typical building design. Estimate the growth and development of a fire according to the type of building construction. (FESHE Building Construction 3, 5)
- [2.3- Building Load](#): Explain the different **loads and stresses that are placed on a building and their interrelationships**. (FESHE Building Construction 4)
- [2.4- Types of Building Construction](#): Classify major **types of building construction** in accordance with a local/model building code. Classify occupancy designations of the building ~~code.~~~~code.~~ (FESHE Building Construction 2, 7)
- [2.5- Building Conditions and Risks of Structural Failures](#): 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. **Identify the indicators of potential structural failure as they relate to firefighter safety**. (FESHE Building Construction 8)
- [2.6- Electrical Emergencies and Hazards](#): Articulate common **hazards related to electrical emergencies** and demonstrate acceptable procedures for shutting off electricity to a burning building.
- [2.7- Geographical Information System](#): Identify the **role of GIS as it relates to building construction**. (FESHE Building Construction 9)

[3.- Rescue and Extrication](#)

- [3.1- Search and Rescue in Structure Fires](#): 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.
- [3.2- Risks for Firefighters in Structure Fires](#): 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.
- [3.3- Steps for a Rescue Situation](#): Follow precisely a **complex multistep procedure when performing skills in a rescue situation**, such as the following:
 - a. ~~i~~Incline drag.
 - b. ~~w~~Webbing drag.

- c. ~~c~~radle-in-arms lift/carry-one-rescuer method.
- d. ~~c~~radle-in-arms lift/carry-two-rescuer method, and
- e. ~~C~~hair lift/carry method - two rescuers.

4.- Operations at a Hazardous Material (HAZMAT) Incident

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

- 4.1- Hazardous Materials: 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.
- 4.2- Hazardous Situation Management: Identify the **strategic goals and tactical objects of incidents related to a hazardous situation**, including but not limited to the following components:
 - a. ~~i~~Isolation and scene control.
 - b. ~~n~~Notification.
 - c. ~~i~~Identification.
 - d. ~~p~~Protection of responders and the public.
 - e. ~~d~~Decontamination.
 - f. ~~r~~Rescue.
 - g. ~~s~~Spill control and leak contamination.
 - h. ~~F~~ire control.
 - i. ~~c~~Crime scene management and evidence preservation, and
 - j. ~~r~~Recovery and termination.

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Standards Alignment Notes

*References to other standards include:

- National Fire Academy Fire and Emergency Services Higher Education (FESHE): [Core Curriculum](#). This course aligns with FESHE Principles of Fire and Emergency Services Safety and Survival.
- Cultural and Behavioral Aspects of Fire Science (16 Life Safety Initiatives) <http://www.everyonegoeshome.com/16-initiatives/>
- 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](#)

Pre-Law I

Primary Career Cluster:	Law, Public Safety, Corrections, & Security
Course Contact:	CTE.Standards@tn.gov
Course Code(s):	C30H08
Prerequisite(s):	None
Credit:	1
Grade Level:	9
Elective Focus-Graduation Requirements:	This course satisfies one of three credits required for an elective focus when taken in conjunction with other Law, Public Safety, Corrections, & Security courses.
Program of Study (POS) Concentrator:	This course satisfies one out of two required courses to meet the Perkins V concentrator definition when taken in sequence in the approved program of study.
Programs of Study and Sequence:	This is the Year 1 first course in the <i>Pre-Law</i> program of study.
Aligned Student Organization(s):	SkillsUSA: https://www.skillsusatn.org/
Coordinating Work-Based Learning:	Teachers are encouraged to use embedded WBL activities such as informational interviewing, job shadowing, and career mentoring. For information, visit https://www.tn.gov/education/career-and-technical-education/work-based-learning.html https://www.tn.gov/education/educators/career-and-technical-education/work-based-learning.html .
Promoted Tennessee Student Industry Credentials:	Credentials are aligned with postsecondary and employment opportunities and with the competencies and skills that students acquire through their selected program of study. For a listing of promoted student industry credentials, visit https://www.tn.gov/education/career-and-technical-education/student-industry-certification.html https://www.tn.gov/education/educators/career-and-technical-education/student-industry-certification.html .
Teacher Endorsement(s):	590, 750
Required Teacher Certifications/Training:	Please refer to Occupational Educator Licensure Guidance for a full list. ~~None~~ Please refer to the Occupational Educator Licensure Guidance.
Required Teacher Training:	None
Teacher Resources:	https://www.tn.gov/education/career-and-technical-education/career-clusters/cte-cluster-law-public-safety.html https://www.tn.gov/education/educators/career-and-technical-education/career-clusters/cte-cluster-law-public-safety.html Best for All Central: https://bestforall.tnedu.gov/

Course at a Glance

CTE courses provide students with an opportunity to develop specific academic, technical, and 21st-century skills necessary to be successful in careers and life. In pursuit of ensuring every student in Tennessee achieves this level of success, we begin with rigorous course standards that feed into intentionally designed programs of study.

Students engage in industry-relevant content through general education integration and experiences such as career and technical student organizations (CTSO) and work-based learning (WBL). Through these experiences, students are immersed with industry-standard content and technology, solve industry-based problems, meaningfully interact with industry professionals, and use/produce industry-specific, informational texts.

Using a Career and Technical Student Organization (CTSO) in Your Classroom

CTSOs are a great resource to put classroom learning into real-life experiences for your students through classroom, regional, state, and national competitions, and leadership opportunities. Below are CTSO connections for this course; note this is not an exhaustive list.

- Participate in [the](#) CTSO Fall Leadership Conference to engage with peers by demonstrating logical thought processes and developing industry-specific skills that involve teamwork and project management.
- Participate in contests that highlight job skill demonstration, interviewing skills, community service activities, extemporaneous speaking, and job interviews.
- Participate in leadership activities such as Student2Student Mentoring, National Week of Service, Officer Training, and Community Action Project.

For more ideas and information, visit [Tennessee SkillsUSA](http://www.tnskillsusa.com) at <http://www.tnskillsusa.com>.

Using Work-Based Learning in Your Classroom

Sustained and coordinated activities that relate to the course content are the key to successful work-based learning. Possible activities for this course include the following. This is not an exhaustive list.

- **Standards 1.1-2.3** | Visit a local courtroom and identify the careers of all of the proceedings' participants.
- **Standards ~~5-103.1-3.5~~** | Invite a lawyer to present information about the foundations of the legal system and basic constitutional protections.
- **Standards ~~11-13 & 20-223.1-6.4~~** | Invite [a local immigration lawyer](#) to discuss [the different types of law: constitutional law, criminal law, civil law, and juvenile law](#) [the relationship between cultural differences and customs and court decisions](#).
- ~~**Standards 14-17** | Visit a local law enforcement agency to gather information about crime statistics, criminal law, and criminology.~~
- ~~**Standards 18-19** | Visit a local law office for presentations on civil and tort law.~~

For more ideas and information, visit <https://www.tn.gov/education/career-and-technical-education/work-based-learning.html>.

Course Description

Pre-Law I is the [first-year 1](#) course designed to prepare students to pursue careers in the field of law. Upon completion of this course, a proficient student will be able to describe career planning and compliance, foundations of the legal system, organization of the law and public safety system, basic constitutional protections, and types of law. In addition, students will model the professional, moral, and ethical standards required of professionals in the field of law.

Program of Study Application

This is the first course in the *Pre-Law program* of study. For more information on the benefits and requirements of implementing these programs in full, please visit the Law, Public Safety, Corrections, & Security website at <https://www.tn.gov/education/career-and-technical-education/career-clusters/cte-cluster-law-public-safety.html>.

Course Standards

1. Career Planning and Compliance

- **1.1 Legal Careers:** Investigate **occupations that make up legal services**. Demonstrate an understanding of each **occupation** by accurately articulating the following:
 - a. **job description;**
 - b. **Roles and responsibilities of the position;**
 - c. **Essential knowledge and skills needed for the career;**
 - d. **Comparison of similar careers available in state, federal, and military legal systems;**
 - e. **Educational, training, and certification requirements; and**
 - f. **Licensure and credentialing requirements.**
- 1.2 **Personal Career Aspirations:** Complete one or more **career aptitude surveys**, analyze the results, and relate how personal **career aptitudes align with the legal careers** investigated in accordance with standard 1.1.
- 1.3 **Professional Traits in Legal Careers:** Summarize **professional traits and soft skills**, such as leadership, ethical responsibilities, and time management, **required of legal professionals**. Compare professional traits and soft skills to **self-identified self-identified traits and soft skills** determining areas for growth.
- 1.4 **Ethics in Legal Careers:** Define the **ethical responsibilities of legal professionals including attorneys, judges, and support staff for legal professions**. Research ethical responsibilities included in the aforementioned rules to real-world legal dilemmas.
- 1.5 **Ethical Artificial Intelligence (AI) (AI):** **Explore the ethical implications of AI usage** through interactive discussions and case studies, learning to identify bias, ensure fairness, and protect privacy in AI systems. **Develop critical thinking skills to evaluate the societal impact of AI technologies**, while fostering a sense of responsibility and ethical decision-making in the use of AI tools.
- 1.6 **Career and Technical Student Organization Introduction:** Introduce the program's aligned **Career and Technical Student Organization (CTSO), SkillsUSA**, through an interactive activity, such as a classroom competition.

2. Legal Process

2.1 Types of Law: Provide a summary of the various **types of laws listed below that govern individuals in the United States** and explain the purposes these laws serve.

- a. Constitutional law
- b. Case/common law
- c. Administrative law
- d. Criminal law
- e. Civil law

2.2 Case Brief: Analyze important **Supreme Court cases** utilizing the case **briefing method**. Include in the case brief the following information:

- a. description of the facts of the case,
- b. the legal issue presented in the case,
- c. the court's holding in the case, and
- d. the rationale the court presented ~~that supports~~ that supports the court's holding.

2.3 Argumentative Writing: Create a **written argument utilizing the I.R.A.C. (Issue, Rule, Analysis, and Conclusion) method** which includes the following:

- a. the legal *issue* to be analyzed,
- b. the legal *rule(s)* that are related to the legal issue presented,
- c. an *analysis* of how the legal rule(s) apply to the legal issue presented, and
- d. a clearly state *conclusion* regarding the legal issue.

3. Constitutional Law

3.1 Foundations of the Constitutions: Articulate important **historical events and milestones**, such as European influences, impacting the **adoption of the U.S. Constitution**. Compare and contrast the structure of the government created pursuant to the Articles of Confederation with the structure ultimately adopted in the U.S. Constitution.

3.2 Branches of Government: Compare and contrast the **roles and responsibilities of the executive, legislative, and judicial branches of government**. Include an explanation of how the system of checks and balances functions to maintain the separation of powers.

3.3 Bill of Rights: Interpret the **Bill of Rights as it applies to the basic freedoms** provided to individuals. Summarize each amendment and give an example of its application within the legal system. Explore **landmark cases related to the Bill of Rights**, including but not limited to ~~-the following~~the following:

- a. *Gideon v. Wainwright*,
- b. *Miranda v. Arizona*, and
- c. *Atkins v. Virginia*.

3.4 First Amendment: Examine the **First Amendment and its protection of five fundamental freedoms**, including ~~-the following~~the following:

- a. ~~f~~freedom of religion,

- b. freedom of speech.
- c. freedom of the press.
- d. freedom of assembly, and
- e. freedom to petition the government.

Create a scenario or campaign that applies the protections to students in a school setting for one of the freedoms. Review case law that applies to the scenario or campaign and write a case brief summarizing the issues, the rule of law, the action, and the holding.

3.5 Fourth Amendment: Detail the individual **protections granted by the Fourth Amendment**. Explore the concepts of reasonable suspicion and probable cause in the context of searches and arrests. Summarize the Exclusionary Rule and the Fruit of the Poisonous Tree Doctrine, along with the exceptions to the Exclusionary Rule, including the Inevitable Discovery Exception and the Good Faith Exception. Explore **landmark cases related to the Fourth Amendment** including, but not limited to the following:

- a. Katz v. U.S.,
- b. California v. Greenwood,
- c. Terry v. Ohio,
- d. Mapp v. Ohio,
- e. Nix v. Williams, and
- f. US v. Leon.

4. Criminal Law

4.1 Overview of Crime: Define the **concept of crime**. Investigate the **five major categories of crimes outlined in Title 39 of the Tennessee Code Annotated**, including the following:

- a. offenses against person,
- b. offenses against property,
- c. offenses against the family,
- d. offenses against administration of government, and
- e. offenses against public health, safety, and welfare.

4.2 Elements of Crime: Analyze the **criminal statutes included in Title 39 of the Tennessee Code Annotated** by breaking a statute down into its elements. Identify the mens rea, the actus reus, and the attendant circumstances included in the statute. Define and analyze a strict liability offense.

4.3 Criminal Penalties: Compare and contrast the **penalties for felonies and misdemeanors**. Analyze the impact of prior offenses on sentencing in Tennessee by examining the distinctions between Range I, Range II, and Range III offenders.

4.4 Trial Procedure: Investigate the **burden of proof in criminal court**, specifically the standard of **beyond a reasonable doubt**. Examine the fundamental **procedural steps in a trial**, including the following:

- a. opening statements,
- b. direct examination,
- c. cross-examination, and
- d. closing statements.

5. Civil Law

- 5.1 Overview of Civil Law: Compare and contrast the following features of **civil law and criminal law** including ~~the following~~ the following:
- a. burden of proof.
 - b. penalties.
 - c. terminology.
 - d. defendant's rights, and
 - e. courtroom workgroup.
- 5.2 Types of Civil Cases: Investigate the **types of cases that fall under civil law, including torts, contracts, property disputes, and family law**. Provide examples of each type of civil law case.
- 5.3 Tort Law: Explain the **purpose of tort law**, and analyze the differences between a tort and a criminal infraction. Explore **types of torts including intentional torts, negligence, and strict liability**.
- 5.4 Case Brief: **Differentiate Tennessee Rules of Evidence and Federal Rules of Evidence**. Choose a high-profile case that has been adjudicated in both Tennessee state court and federal court. In small groups, **research and analyze** a specific aspect of the selected case. Prepare a case brief summarizing the issues, the rule of law, the action, and the holding for their assigned aspect of the case. **Structure and format** the case brief in an industry-specific manner, including headings such as Facts, Issue, Rule, Analysis, and Conclusion. Compile the elements of the research and case brief with other artifacts for inclusion in a program portfolio to be updated throughout the program of study.

6. Juvenile Law

- 6.1 History of the Juvenile System: Investigate the **historical foundations of the juvenile justice** system and evaluate the reasons for its separation from the adult legal system.
- 6.2 Types of Juvenile Cases: Differentiate between a **dependent or neglected child, an unruly child, and a delinquent child**. Analyze the rights and responsibilities of parents of a child adjudicated dependent and neglected detailing how a parent's parental rights may be terminated. Determine punishments applicable to unruly offenses and delinquent offenses.
- 6.3 Juvenile Court Process: Explain the **structure and processes of the juvenile detention system**, including arrest procedures, intake, pretrial diversion, and transfer to adult court.
- 6.4 Juvenile Rights: Research landmark **juvenile cases and the rights of juveniles**. Use research findings to communicate the similarities and differences between the juvenile justice system and the adult system.

7. Data Analysis

7.1 Data Analysis in Law, Public Safety, Corrections, & Security: **Research the use of data in Law, Public Safety, Corrections, & Security career fields.** Include data that is generated internally by businesses, and externally by local communities, state, and the nation. Explore examples of how the data is used, including ~~the following~~ the following:

- a. customer/client use of products and services;
- b. demographics of end users;
- c. community, state, and national statistics; and
- d. data that must be reported to another entity.

Foundations of the Legal System

- 1) ~~Articulate important historical events and milestones (such as European influences) impacting the evolution of the current legal system in the United States. Include a description of the evolution of the modern legal system to address terrorism, cybercrimes, and hate crimes. Use a timeline or other graphic to illustrate the major developments from the colonial period to today, citing specific textual evidence from research.~~
- 2) ~~Compare and contrast requirements and duties for the executive and legislative branches and examine the function of the judicial system as it relates to both branches. Include an explanation of the function of the system of checks and balances.~~
- 3) ~~Create an artifact illustrating the role of the courts at the local, county, state, and federal levels including an explanation of procedural law at each level.~~
- 4) ~~Create a graphic organizer to illustrate the structure of the relationships among key players in the legal system (including law enforcement organizations, legal service providers, corrections agencies, and security agencies) in the handling of crimes and of those who commit them.~~
- 5) ~~Summarize the six types of laws (criminal, civil, administrative, statutory, common, constitutional), and discuss the purpose of each. Develop a graphic organizer to draw connections among sample laws for each type, relevant legal concepts such as burden of proof, and applicable defenses and punishments.~~

Basic Constitutional Protections

- 7) ~~Explore the history of the first amendment and the five basic freedoms it covers: religion, speech, press, assembly, and petitions. Research current issues related to each freedom and the protections guaranteed to citizens. Create a scenario or campaign that applies the protections to students in a school setting for one of the freedoms. Review case law that applies to the scenario or campaign and write a case brief summarizing the issues, the rule of law, the action, and the holding.~~

- 8) Interpret the Bill of Rights as it applies to the defendant. Create an artifact that summarizes each amendment and gives an example of its application. Choose one amendment and compose a short article that explains how the amendment ensures a fair trial.
- 9) Outline the individual protections provided by the Fourth Amendment and illustrate in an informative narrative what can be considered a "reasonable expectation of privacy." Explore landmark cases such as *New Jersey v. T.L.O.* and *Katz v. U.S.*, and discuss in groups the expectations by students of privacy on school property with respect to search and seizure.
- 10) Summarize 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*).

Ethics

- 11) Collect codes of ethics from professional organizations in legal services including Tennessee Rules of Professional Conduct, Tennessee Code of Judicial Conduct, and Federal Code of Conduct and examine areas of commonality. Synthesize principles from the codes of ethics to create a personal code of ethics.
- 12) Examine real-world situations that involve ethical dilemmas and the application of correct professional conduct as highlighted in recent news articles. Craft an argumentative essay making a claim about the importance of ethics and professional standards for persons working in legal services, citing examples from case studies to argue for the relevance of professional codes of conduct.
- 13) Analyze how the influence of diverse cultures and customs impacts the field of legal services. Describe the importance of cultural differences when making decisions within the context of criminal, civil, and immigration law.

Organization and Operations of Law and Public Safety Agencies

- 14) Differentiate between the various agencies in the Law and Public Safety sector at the local, state, and national levels by describing their jurisdiction, roles and responsibilities, and governing bodies. Identify conflicts in jurisdiction that may arise when multiple agencies work together, citing examples from case studies, interviews, or news articles.
- 14) Distinguish between the two major sources of crime statistics: the Federal Bureau of Investigation's (FBI) Uniform Crime Reporting Program (known as UCR/NIBRS) and the National Crime Victimization Survey (NCVS) of the Bureau of Justice Statistics (BJS). Explain how modern criminal justice agencies are utilizing statistics from both sources, comparing and contrasting the characteristics of the data sets in an informative artifact.

Criminal Law and Criminology

- 15) Define criminal law and criminology. Research the major behavioral science theories describing criminal behavior. Identify theorists and elaborate on their major contributions

to the field; include emerging theories sourced from contemporary scholarship. Apply a specific theory to explain a notable crime.

- 17) Examine the differences and similarities between the concepts of crime, victimization, and criminal behavior. Define each term in relation to the others and identify examples of the concepts in case studies.

Civil and Tort Law

- 18) Compare and contrast civil and criminal law. Research and create an outline of the specific areas of civil law including a short description of each area along with an example of a typical case. Explain the purpose of tort law including a discussion of intentional tort, negligence, and strict liability. Survey cases then categorize them according to type of tort.
- 19) Using the cases surveyed in standard 21, create a chart that illustrates the application of Tennessee Rules of Evidence and Federal Rules of Evidence. Choose one case and create a case brief to summarize the issues, the rule of law, the action, and the holding. Provide a legal memo with a student opinion of the case.

Immigration Law

- 20) Analyze the history of immigration law including the Immigration and Nationality Act of 1953 and the Immigration Reform and Control Act of 1986. Research and explain the doctrine of preemption as it relates to state immigration laws, and debate the constitutionality of Tennessee immigration laws as they relate to federal immigration laws.
- 21) Research immigration law and describe three main categories: family-based immigration, employment-based immigration, and humanitarian immigration. Explain the relationship of federal and state immigration law.
- 22) Survey and explain the relationship of immigration court to the other court systems; include a discussion of the immigration court system's unique characteristics. Create a public awareness campaign to help immigrants understand information about employment based petitions, family based petitions, visas, adjustment of status, asylum, and removal/deportation. Include information about specific cases that result in immigration court proceedings.

The following artifacts will reside in the student's portfolio:

- Graphic organizer of key players
- Artifact illustrating role of courts
- Basic freedoms case brief
- Personal code of ethics
- Legal memo with student opinion

Standards Alignment Notes

*References to other standards include:

- 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.

~~**Informative artifacts include, but are not limited to, graphic organizers, brochures, posters, fact sheets, narratives, essays, and presentations. Graphic illustrations include, but are not limited, to charts, tables, graphs, rubrics, drawings, and models.~~

Pre-Law II

Primary Career Cluster:	Law, Public Safety, Corrections, & Security
Course Contact:	CTE.Standards@tn.gov
Course Code:	C30H09
Prerequisite:	<i>Pre-Law I</i> (C30H08)
Credit:	1
Grade Level(s):	9-11
Elective Focus-Graduation Requirements:	This course satisfies one of three credits required for an elective focus when taken in conjunction with other Law, Public Safety, Corrections, & Security courses.
Program of Study (POS) Concentrator:	This course satisfies one out of two required courses to meet the Perkins V concentrator definition when taken in sequence in the approved program of study.
Programs of Study and Sequence:	This is the Year 2 course in the <i>Pre-Law</i> program of study.
Aligned Student Organization:	SkillsUSA: https://www.skillsusatn.org
Coordinating Work-Based Learning:	Teachers are encouraged to use embedded WBL activities such as informational interviewing, job shadowing, and career mentoring. For information, visit https://www.tn.gov/education/educators/career-and-technical-education/work-based-learning.html .
Promoted Tennessee Student Industry Credentials:	Credentials are aligned with postsecondary and employment opportunities and with the competencies and skills that students acquire through their selected program of study. For a listing of promoted student industry credentials, visit https://www.tn.gov/education/educators/career-and-technical-education/student-industry-certification.html .
Teacher Endorsement(s):	590, 750
Required Teacher Certifications:	Please refer to Occupational Educator Licensure Guidance for a full list.
Required Teacher Training:	None
Teacher Resources:	https://www.tn.gov/education/educators/career-and-technical-education/career-clusters/cte-cluster-law-public-safety.html Best for All Central: https://bestforall.tnedu.gov/

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Using a Career and Technical Student Organization (CTSO) in Your Classroom

CTSOs are a great resource to put classroom learning into real-life experiences for your students through classroom, regional, state, and national competitions, and leadership opportunities. Below are CTSO connections for this course; note this is not an exhaustive list.

- Participate in the CTSO Fall Leadership Conference to engage with peers by demonstrating logical thought processes and developing industry-specific skills that involve teamwork and project management.
- Participate in contests that highlight job skill demonstration, interviewing skills, community service activities, extemporaneous speaking, and job interviews.
- Participate in leadership activities such as Student2Student Mentoring, National Week of Service, Officer Training, and Community Action Project.

Using Work-Based Learning (WBL) in Your Classroom

Sustained and coordinated activities that relate to the course content are the key to successful work-based learning. Possible activities for this course include the following. This is not an exhaustive list.

- **Standards 1.1-5.5** | The content in these standards can be enhanced by visits to local courtrooms during all phases of criminal trials from choosing a jury through jury deliberation and verdict.

Course Description

Pre-Law II is the Year 2 course designed to prepare students to pursue careers in the field of law. Upon completion of this course, a proficient student will be able to describe the organization of local, national, and state court systems and the legal process, explain the concepts of trials, and differentiate business, labor, and consumer law. In addition, students will model the professional, moral, and ethical standards required of professionals in the field of law.

Course Standards

1. Overview of Courts

- 1.1 Dual Court System: Explain the **functions of the state and federal court systems in civil and criminal proceedings**. Compare and contrast the **subject matter jurisdiction** of each system. **Explain the venue** and how it is determined.
- 1.2 Court Precedents: Differentiate between **case law which constitutes persuasive authority and case law which constitutes binding authority**. Define the concepts of precedent and stare decisis and explain how these concepts affect the judicial system.

2. Pre-Trial Procedure

- 2.1 Civil Pre-Trial Procedures: Examine the **procedures that occur prior to a civil trial**. Analyze the **pleadings necessary in a civil case**. Explore the requirements necessary to properly serve pleadings as well as subpoenas.
- 2.2 Civil Discovery Process: Explain the **steps that may occur during the discovery phase of a civil case**. Examine how attorneys utilize interrogatories, requests for production, and depositions to develop their civil cases.
- 2.3 Criminal Pre-Trial Procedure: Analyze the **procedures that occur prior to a criminal trial**. Describe what occurs during an initial appearance, preliminary hearing, grand jury proceeding, and arraignment.
- 2.4 Criminal Discovery Process: Compare and contrast the **differences between the discovery process in civil and criminal court**. Evaluate how the Fifth Amendment restricts the discovery process in criminal court. Analyze the disclosure requirements that *Brady v. Maryland* places on the government.
- 2.5 Pre-Trial Motions: Examine the **purposes and types of motions and challenges to evidence**, including the different elements of a motion and how they are organized.
- 2.6 Skill Demonstration: **Role- play a scenario whereby a defendant is briefed about pre-trial procedures**, including, but not limited to arraignment, plea bargaining, grand jury, or preliminary hearings. **Include a description of each pre-trial procedure as well as the purpose of each. Write a pre-trial motion for a criminal case.**

3. Jury Selection

- 3.1 Jury Selection Process: **Describe how a jury is selected for a civil and criminal case.** Explain 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.
- 3.2 Jury Selection Limitations: Research and identify U.S. Supreme Court decisions, including *Batson v. Kentucky* and *J.E.B. v. Alabama* to **determine limitations on attorneys' ability to exclude potential jurors on the basis of race, ethnicity, gender, or other characteristics.**
- 3.3 CSI Effect: Investigate news media and professional commentary on **how the "CSI Effect" (televised forensic science) has affected the legal system**, including a juror's decision-making. Determine 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.

4. Legal Defenses

- 4.1 Excuse Defenses: Explore **affirmative defenses that fall in the category of excuse defenses.** Examine the requirements of the following defenses:
- a. insanity/diminished capacity,
 - b. duress,
 - c. mistake,
 - d. infancy, and
 - e. entrapment.
- 4.2 Justification Defenses: Explore **affirmative defenses that fall in the category of justification defenses.** Examine the requirements of the following defenses:
- a. necessity,
 - b. self-defense,
 - c. defense of others, and
 - d. defense of personal property.

5. Trial Procedures

- 5.1 Types of Evidence: **Categorize the types of evidence** that can be presented in a **civil and criminal trial.** Differentiate among the **various types of evidence** and determine which party (prosecution or defense) has the burden of proof, including the defendant's burden to prove the defense claimed.
- 5.2 Witness Testimony: Determine the **role of witness testimony in a civil and criminal trial.** Differentiate between **lay witness testimony and expert witness testimony.** Define what constitutes a leading question and determine when leading questions may be utilized during the trial.

- 5.3 Rules of Evidence: Examine the **Tennessee Rules of Evidence** to determine how the following evidence rules may be used to prevent certain evidence from being admitted during trial:
- relevant and irrelevant evidence,
 - character evidence, and
 - hearsay evidence.
- 5.4 Skill Demonstration: **Generate a scenario** in which a crime is committed and a suspect enters the criminal justice system. Describe in detail **what happens at each of the following stages** and what relevant actors participate in the process: investigation and arrest; pre-trial activities; adjudication; sentencing; corrections and re-entry.
- 5.5 Exhibits: Describe the proper procedure for **introducing exhibits during a trial**. Demonstrate how to lay a proper foundation for an **exhibit and how to enhance witness testimony through the use of exhibits**.

6. Data Analysis

- 6.1 Team Project with Data Analysis: As a team, **identify a problem** related to the program of study as a whole. **Research and utilize the Engineering Design Process to design a solution**. Document the following steps in an engineering design notebook for inclusion in the program portfolio. When possible, connect the problem to an existing CTSO event.
- Problem Identification**: Brainstorm specific problems and challenges within the program of study. Conduct basic research to understand the scope and implications of the identified problem. Identify one problem as a focus area.
 - Research and Analysis**: Conduct in-depth research on chosen topics related to the problem. Locate and analyze a dataset related to the problem.
 - Review the Stages of the Engineering Design Process**: Define the problem, research, brainstorm solutions, develop prototypes, test and evaluate, and iterate. Consider constraints such as cost, efficiency, and environmental impact during the design process.
 - Project Implementation**: Assign specific roles within the design teams (e.g., project manager, researcher, designer, tester). Design a solution tailored to address the identified problem or scenario. Document progress through design journals, sketches, diagrams, and digital presentations. (Note: Prototype is optional in the Year 2 course.)
 - Presentation and Reflection**: Showcase the problem and solution to the class. Share the data that was analyzed and how it affected the solution. Discuss the design process and challenges. As a class, critically evaluate the effectiveness and feasibility of the solutions and propose potential improvements.

Standards Alignment Notes

**References to other standards include:

- 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.

Pre-Law III

Primary Career Cluster:	Law, Public Safety, Corrections, & Security
Course Contact:	CTEStandards@tn.gov
Course Code(s):	C30H10
Prerequisite(s):	<i>Pre-Law II</i> (C15H09)
Credit:	1
Grade Level(s):	10-11
Elective Focus-Graduation Requirements:	This course satisfies one of three credits required for an elective focus when taken in conjunction with other Law, Public Safety, Corrections, & Security courses.
Program of Study (POS) Concentrator:	This course satisfies one out of two required courses to meet the Perkins V concentrator definition when taken in sequence in the approved program of study.
Programs of Study and Sequence:	This is the ~~Year 3~~ ^{third} course in the <i>Pre-Law</i> program of study.
Aligned Student Organization(s):	SkillsUSA: https://www.skillsusatn.org/
Coordinating Work-Based Learning:	Teachers are encouraged to use embedded WBL activities such as informational interviewing, job shadowing, and career mentoring. For information, visit https://www.tn.gov/education/career-and-technical-education/work-based-learning.html ~~https://www.tn.gov/education/educators/career-and-technical-education/work-based-learning.html~~
Promoted Tennessee Student Industry Credentials:	Credentials are aligned with postsecondary and employment opportunities and with the competencies and skills that students acquire through their selected program of study. For a listing of promoted student industry credentials, visit https://www.tn.gov/education/career-and-technical-education/student-industry-certification.html ~~https://www.tn.gov/education/educators/career-and-technical-education/student-industry-certification.html~~
Teacher Endorsement(s):	590, 750
Required Teacher Certifications/Training:	Please refer to Occupational Educator Licensure Guidance for a full list. ~~None~~ Please refer to the Occupational Educator Licensure Guidance.
Required Teacher Training:	None
Teacher Resources:	https://www.tn.gov/education/career-and-technical-education/career-clusters/cte-cluster-law-public-safety.html ~~https://www.tn.gov/education/educators/career-and-technical-education/career-clusters/cte-cluster-law-public-safety.html~~ Best for All Central: https://bestforall.tnedu.gov/

Course at a Glance

CTE courses provide students with an opportunity to develop specific academic, technical, and 21st-century skills necessary to be successful in careers and life. In pursuit of ensuring every student in Tennessee achieves this level of success, we begin with rigorous course standards that feed into intentionally designed programs of study.

Students engage in industry-relevant content through general education integration and experiences such as career and technical student organizations (CTSO) and work-based learning (WBL). Through these experiences, students are immersed with industry-standard content and technology, solve industry-based problems, meaningfully interact with industry professionals, and use/produce industry-specific, informational texts.

Using a Career and Technical Student Organization (CTSO) in Your Classroom

CTSOs are a great resource to put classroom learning into real-life experiences for students through classroom, regional, state, and national competitions, and leadership opportunities. Below are CTSO connections for this course; note this is not an exhaustive list.

- Participate in [the](#) CTSO Fall Leadership Conference to engage with peers by demonstrating logical thought processes and developing industry-specific skills that involve teamwork and project management.
- Participate in contests that highlight job skill demonstration; interviewing skills; community service activities, extemporaneous speaking, and job interviews.
- Participate in leadership activities such as Student2Student Mentoring, National Week of Service, Officer Training, and Community Action Project.

For more ideas and information, visit Tennessee SkillsUSA at <http://www.tnskillsusa.com>.

Using Work-Based Learning (WBL) in Your Classroom

Sustained and coordinated activities related to the course content are the key to successful work-based learning. Possible activities for this course include the following. This is not an exhaustive list.

- **Standards 1-1.1-1.4.2** | Interview [an immigration lawyer](#) to discuss [cultural differences and language barriers related to professional communication](#) [business law and barriers that they experience in practice](#).
- **Standards 3-102.1-2.4** | Invite a [judge to speak](#) [sales representative to discuss the fine print in consumer protection](#) [to students about sentencing documents](#).
- **Standards 11-123.1-3.5** | [Observe a court of appeals case](#) [Take a field trip to a local real estate office to discuss the laws that apply to property and real estate purchasing](#).
- **Standards 13-184.1-4.2** | [Visit a local court and have various members of the court work group speak to students](#) [Invite a Human Resource Manager to engage in a discussion related to employee rights in the workplace](#).
- **Standards 13-205.1-5.5** | [Visit a local jail or prison or participate in a service learning project to support families of incarcerated individuals](#) [Interview a family lawyer on the legal aspects of a personal will](#).
- **Standards 21-236.1-6.2** | [Observe a family or property law court case](#) [Interview an immigration lawyer to discuss cultural differences and language barriers related to professional communication](#).
- **Standards 7.1-7.6** | [Observe a court case, noting the sentencing process](#).
- **Standards 8.1-8.2** | [Observe a court of appeals case](#).

For more ideas and information, visit <https://www.tn.gov/education/career-and-technical-education/work-based-learning.html>.

Course Description

Pre-Law III is the ~~third~~ Year 3 course designed to prepare students to pursue careers in the field of law. Upon completion of this course, a proficient student will be able to describe sentencing and decisions, appeals, punishment, parole, probation, detention, and family and property law. In addition, students will model the professional, moral, and ethical standards required of professionals in the field of law.

Program of Study Application

This is the third course in the *Pre-Law* program of study. ~~For more information on the benefits and requirements of implementing these programs in full, please visit the Law, Public Safety, Corrections, & Security website at~~ <https://www.tn.gov/education/career-and-technical-education/career-clusters/cte-cluster-law-public-safety.html>.

Course Standards

1. Business Law

- 1.1 Contracts Overview: Students will demonstrate an understanding of the fundamental principles of **contract law, encompassing the definition and significance of a contract.** Additionally, they will be able to identify and explain the essential elements necessary for the establishment of a legally binding contract.
 - a. Offer
 - b. Acceptance
 - c. Awareness
 - d. Consideration
 - e. Capacity
 - f. Legality
- 1.2 Contract Negotiation: Students will comprehend the **core principles of contract negotiation** by evaluating real-world instances of contract negotiations in these domains, applying their knowledge to analyze and draw insights from these examples.
 - a. Guaranteed payment
 - b. Overall payment
 - c. Duration of contract
 - d. Other ~~t~~terms
- 1.3 Intellectual Property: Differentiate between **patents, trademarks, copyrights, and trade secrets.** Give examples of each type of **intellectual property.** Discuss how each type of **intellectual property may be protected.**
- 1.4 Types of Businesses: Identify the **four types of business organizations and give an example of each from businesses in the area.** Describe the structure, advantages, and disadvantages of each. Research and present ways legislation affects business organizations in Tennessee.

2. Consumer Law

- 2.1 Sales Contracts: ~~Students will~~ Demonstrate comprehension of **the legal components and varieties of sales contracts, utilizing critical analysis**. Additionally, ~~they will~~ evaluate real-world examples of sales contracts to discern their implications and consequences in various contexts.
- 2.2 Consumer Protections: ~~Students will~~ Identify the **fundamental consumer protection laws and regulations, fostering an in-depth understanding**. ~~They will also~~ Analyze case studies pertaining to infringements on consumer rights, as well as the legal measures and remedies employed to address these violations.
- 2.3 Deceptive Sales: Understand the **concept of deceptive sales practices and relevant laws**. Analyze various **deceptive sales tactics** and legal responses to such practices. Explore the entitlements and obligations of consumers within the marketplace, emphasizing a comprehensive examination.
- 2.4 Major Purchases: Understand the **legal and financial considerations** in making major purchases (e.g., cars, homes). Analyze case studies focusing on dispute resolution in major consumer transactions.

3. Property Law

- 3.1 Defining Real Property: Compare and contrast **real property, personal property, and intellectual property**. Distinguish between freehold estates and nonfreehold estates as well as fee simple estates and life estates.
- 3.2 Types of Real Property Ownership: Differentiate between the **various types of multiparty ownership of real property, including tenancy in common, joint tenancy, and tenancy in entirety**. Examine the rights and duties of real property ownership pertaining to allegations of nuisance and property conditions relating to trespassers, licensees, and invitees.
- 3.3 Real Property Transactions: Examine the **procedure for transferring real property in Tennessee**. Explore the procedure for **placing a lien on real property**. Determine the rights and obligations of the lienholder during foreclosure proceedings.
- 3.4 Nonfreehold Estates: Research the **Tennessee Residential Landlord and Tenant Act**. Determine the **rights and responsibilities of landlords and tenants when property is leased**. Examine the legalities surrounding the termination of a lease.
- 3.5 Personal Property: Identify and summarize the **key elements of Tennessee's laws regarding abandoned property and unclaimed property**. Evaluate the procedures landlords must follow when dealing with abandoned property, including the requisite notice and waiting periods.

4. Labor/Employment Law

4.1 Employee Rights and Obligations: Understand the **legal rights and obligations of employees**. Examine case studies involving employee rights and workplace disputes. Explore the legal rights during the hiring process.

4.2 Employer Responsibilities: Identify the **legal responsibilities of employers**. Explore legal cases that highlight employer responsibilities and liabilities.

5. Family Law

5.1 Marriage and Divorce: Understand the **contractual and legal aspects of marriage, separation, and divorce**. Create a divorce decree with ~~the~~ the division of property and assets.

5.2 Child Custody and Support: Examine the **principles guiding child custody and support**. Evaluate real-world cases of child custody and support issues through divorce or parentage.

5.3 Estate Planning: Define **estate planning and its importance in personal finance**. Explore different tools and strategies used in estate planning, including wills, trusts, and power of attorney.

5.4 Wills: Understand the **legal requirements for drafting and executing a will**. Analyze scenarios involving contested wills and estate disputes.

6. Immigration Law

6.1 Immigration Policies: Understand the **basics of immigration law, types, and policy**. Examine case studies on immigration policies. Analyze historical and current immigration policies and their impact.

6.2 Refugee and Asylum Law: Explore the **legal framework surrounding refugees and asylum seekers**. Examine case studies involving refugee and asylum law.

7. Sentencing

7.1 Bifurcated Trials: Define the **concept of a bifurcated trial in criminal proceedings and civil proceedings**. Explain how mitigating and aggravating factors influence the defendant's sentence. Examine the role of a victim impact statement in a sentencing hearing.

7.2 Sentencing Guidelines: Describe the **range of sentencing options available in criminal trials at the federal and state levels**. Explore the options available for alternative sentencing in criminal case convictions.

7.3 Community Corrections: Explore the **origins of parole, probation, intermediate sanctions, and restorative practices**. Define each term and explain the interrelationship of the concepts. Explore the rights of the defendant when probation violations are alleged and during parole revocation proceedings.

7.4 Cruel and Unusual Punishment: Examine **landmark Supreme Court cases that have established the parameters of acceptable punishments in the U.S.** Explore how the Eighth Amendment has affected sentencing in the U.S., paying particular attention to its influence on capital punishment.

7.5 Sentencing Options: Using the **Tennessee Criminal Statutes Blue book and Federal Criminal Statutes, prepare an informative narrative describing the range of sentencing options in criminal trials at the federal and state levels**. Describe the roles of the judge and jury in the decision-making process for each of the options noted.

7.6 Incarceration Data: Determine the **offense with the highest percentage of convicted criminals currently incarcerated in Tennessee's prison system**. Calculate the average **sentence length and analyze trends** in incarceration rates in Tennessee over the past decade. In addition, **calculate the costs** associated with investigating, arresting, prosecuting, sentencing, and housing someone who has committed a **felony**.

8. Appeals

8.1 Defining Appeals: Define what **constitutes an appeal**, who can file it, and at what point it can occur. Explain the **right to an appeal, the court decisions, and the levels that are eligible for appeal**. Differentiate between a **traditional and an interlocutory appeal**.

8.2 Appeals Process: Summarize the **appeals process in the state and federal court system**. Define the roles of the **appellant and appellee**. Examine the components of an appellate brief. Explore what occurs during oral arguments in an appellate proceeding.

Careers in Legal Services

1) Review career research from the Pre-Law 1 course, complete one or more career aptitude surveys, analyze the results, and relate in an essay how personal career aptitudes align with Legal Services careers comparing the range of skills, competencies, and professional traits required.

- 2) 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.

Sentencing and Decisions

- 3) Using the Tennessee Criminal Statutes Blue book and Federal Criminal Statutes, prepare an informative narrative describing the range of sentencing options in criminal trials at the federal and state levels. Describe the roles of the judge and jury in the decision-making process for each of the options noted.
- 4) Illustrate the options for alternative sentencing in criminal case convictions and identify the length of sentences available for alternative sentencing in Tennessee. Argue the pros and cons of indeterminate sentencing; research current sentencing trends in Tennessee and their perceived or documented effects on prisoner behavior.
- 5) 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. Investigate data resources available through government and nonprofit sources on issues related to parole, probation, and intermediate sanctions; review data available from the Bureau of Justice Statistics and analyze trends and success rates in the overall community supervision population.
- 6) Evaluate Tennessee legislative activity over the past decade with respect to juvenile offenders. Evaluate major legislation passed

and analyze what these trends signify for the local justice system. Write a persuasive essay on restorative practices for juveniles and its impact on recidivism.

7) Summarize 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.

8) Using a timeline, analyze Supreme Court decisions that have had the greatest influence over wide areas of procedure, eligible crimes, acceptable evidence, and method of execution in capital punishment cases.

9) Create a graphic organizer depicting types of civil cases including, but not limited to divorce and family, personal injury or TORT claims, breach of contract, property disputes, and landlord and tenant disputes. Include the most common decisions reached in each of the cases along with a description of punitive and compensatory damages.

10) Interpret the elements of a wrongful death lawsuit. Compare and contrast pecuniary injuries such as the loss of support, services, lost prospect of inheritance, and medical and funeral expenses. Discuss how a court determines fair and just compensation for the injuries that resulted from the decedent's death.

Appeals

11) 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, interlocutory, and appeals.

- 12) — Construct a diagram to demonstrate the appeals process in the state or federal court system, include the roles of the appellant and appellee, the role of the appellate brief, and the stages of review. Review the components of an appellate brief and draft an outline for a brief based on a fact based scenario.

Punishment

- 13) — Outline the medical, community, and crime control models of corrections used in the U.S. since 1900, identifying recurring trends and major reform movements in the 21st century.
- 14) — Determine the offense with the highest percentage of convicted criminals currently incarcerated in Tennessee's prison system. Calculate the average sentence length and analyze trends in incarceration rates in Tennessee over the past decade.
- 15) — Calculate the costs associated with investigating, arresting, prosecuting, sentencing, and housing someone who has committed a felony.

Detention

- 16) — 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.
- 17) — Diagram the structure of the juvenile detention system in Tennessee; explore efforts underway in the state to address the problem of disproportionate confinement.
- 18) — 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. Cite example cases whose decisions affected the rights incarcerated individuals. Describe basic prisoner rights protected by the Constitution.
- 19) — Investigate the Rules of the Tennessee Corrections Institute related to correctional facilities inspection and summarize some of the minimum standards for local jails and detention facilities, addressing categories such as security, discipline, administration, medical services, and food services.
- 20) — Differentiate at least three issues county correctional facilities in Tennessee are currently facing; correlate 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.

Family and Property Law

- 21) ——— Analyze legal considerations of domestic cases including marriage, divorce, child custody, and abuse. Draft a divorce decree outlining division of property and debt, alimony, child custody and support. File an answer with at least one affirmative defense to fault grounds for divorce.
- 22) ——— Investigate items that are considered personal property and determine the characteristics of items that would deem them real property. Analyze case studies related to real and personal property differentiating between both types of properties within each case study.
- 23) ——— Role play an original sales presentation for an estate plan to a fictional couple. Include components such as wills, trusts, beneficiary designations, power of attorney, and medical directives in the presentation while persuading the couple to include each of the components in their estate plan.

The following artifacts will reside in the student's portfolio:

- — Range of sentencing narrative
- — Restorative practices essay
- — Appellate brief outline
- — Juvenile detention system diagram
- — Divorce decree

Standards Alignment Notes

*References to other standards include:

- 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.

Pre-Law Practicum

Primary Career Cluster:	Law, Public Safety, Corrections, & Security
Course Contact:	CTE.Standards@tn.gov
Course Code(s):	C30H10
Prerequisite(s):	<i>Pre-Law I (C15H18), Pre-Law II (C15H19), and Pre-Law III (C15H20)</i>
Credit:	1
Grade Level(s):	11-12
Elective Focus- Graduation Requirements:	This course satisfies one of three credits required for an elective focus when taken in conjunction with other Law, Public Safety, Corrections, and Security courses.
Program of Study (POS) Concentrator:	This course satisfies one out of two required courses to meet the Perkins V concentrator definition requirements when taken in sequence in the approved program of study.
Programs of Study and Sequence:	This is the fourth-Year 4 course in the <i>Pre-Law</i> program of study.
Aligned Student Organization(s):	SkillsUSA: https://www.skillsusatn.org/
Coordinating Work-Based Learning:	Teachers who hold an active WBL certificate may offer placement for credit when the requirements of the state board's WBL Framework and the Department's WBL Policy Guide are met. Teachers are encouraged to use embedded WBL activities such as informational interviewing, job shadowing, and career mentoring. For information, visit https://www.tn.gov/education/career-and-technical-education/work-based-learning.htmlhttps://www.tn.gov/education/educators/career-and-technical-education/work-based-learning.html. Credentials are aligned with postsecondary and employment opportunities and with the competencies and skills that students acquire through their selected program of study. For a listing of promoted student industry credentials, visit https://www.tn.gov/education/career-and-technical-education/student-industry-certification.htmlhttps://www.tn.gov/education/educators/career-and-technical-education/student-industry-certification.html.
Promoted Tennessee Student Industry Credentials:	590, 750
Teacher Endorsement(s):	590, 750
Required Teacher Certifications/Training:	Please refer to Occupational Educator Licensure Guidance for a full list.~~Work-Based Learning~~Please refer to the Occupational Educator Licensure Guidance.

Required Teacher
Training:

None

Teacher Resources:

<https://www.tn.gov/education/career-and-technical-education/career-clusters/cte-cluster-law-public-safety.html><https://www.tn.gov/education/educators/career-and-technical-education/career-clusters/cte-cluster-law-public-safety.html>

Best for All Central: <https://bestforall.tnedu.gov/>

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Using a Career and Technical Student Organization (CTSO) in Your Classroom

Putting classroom learning into real-life experiences is often what creates a meaningful learning experience for students, one that lasts beyond the exam and course. CTSOs are a great resource to create this type of learning for your students. They are also a great resource to showcase your students learning through regional, state, and national competitions. Possible connections for this course include the following. This is not an exhaustive list.

- Participate in [the](#) CTSO Fall Leadership Conference to engage with peers by demonstrating logical thought processes and developing industry-specific skills that involve teamwork and project management.
- Participate in contests that highlight job skill demonstration, interviewing skills, community service activities, extemporaneous speaking, and job interviews.
- Participate in leadership activities such as Student2Student Mentoring, National Week of Service, Officer Training, and Community Action Project.

[For more ideas and information, visit Tennessee SkillsUSA at <http://www.tnskillsusa.com>.](http://www.tnskillsusa.com)

Using Work-Based Learning (WBL) in Your Classroom

Sustained and coordinated activities related to the course content are the key to successful work-based learning. Possible activities for this course include the following. This is not an exhaustive list.

- [Standard 1.1](#) | Invite a postsecondary adviser to assist students in mapping their future plans.
- [Standards 2.1-2.6](#) | Schedule a guest speaker from the Pre-Law career pathway to explain the requirements for various job levels within the field of work.
- [Standards 3.1-3.2](#) | Create a mock trial for students to demonstrate their professionalism when presented with an ethical dilemma.
- [Standards 4.1-4.2](#) | Participate in a field trip to a local courtroom to evaluate how the skills learned can be applied in various settings within the facility.

- **Standards 5.1-6.1** | Present the final portfolio and presentation to the advisory council.
- ~~Internship required for credential or entry occupation~~
- ~~Apprenticeship~~
- ~~On-the-job training~~

~~For more ideas and information, visit <https://www.tn.gov/education/career-and-technical-education/work-based-learning.html>.~~

Course Description

Pre-Law Practicum is a capstone course in the *Pre-Law* program of study that provides a practicum experience for students as they develop an understanding of professional, legal, and ethical issues. The capstone course will be based on the knowledge and skills from previous courses in the *Pre-Law* program of study. Upon completion of the course, students will be proficient in components of communication, critical thinking, problem-solving, information technology, ethical and legal responsibilities, leadership, and teamwork. Instruction may be delivered through school-based laboratory training or work-based learning arrangements such as cooperative education, mentoring, and job shadowing.

Program of Study Application

~~This is the fourth course in the *Pre-Law* 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 <https://www.tn.gov/education/career-and-technical-education/career-clusters/cte-cluster-law-public-safety.html>.~~

Course Standards

Course Requirements

This capstone course aligns with the requirements of the Work-Based Learning Framework (established in Tennessee State Board High School Policy), with the Tennessee Department of Education's Work-Based Learning Policy Guide, and with state and federal Child Labor Law. As such, the following components are course requirements:

1. **Requirements**

- ~~24)~~ **1.1** **Personalized Learning Plan:** A student will have a **Personalized Learning Plan** that identifies their long-term goals, demonstrates how the Work-Based Learning (WBL) experience aligns with their elective focus and/or high school plan of study, addresses how the student plans to meet and demonstrate the course standards, and addresses employability skill attainment in the following areas:

- e. aApplication of academic and technical knowledge and skills (embedded in course standards).
- f. cCareer knowledge and navigation skills.
- g. 21st-century learning and innovation skills, and
- h. pPersonal and social skills.

2. Post Ssecondary and Career Preparation

~~22)~~ 2.1 Postsecondary Opportunities: Compare the **range of credentials one can earn within the legal system**. Investigate both in-state and out-of-state postsecondary programs in a variety of legal fields. Compile a list of activities that will increase employment opportunities for a legal candidate; include educational opportunities and entry-level job experiences.

~~23)~~ 2.2 Professional Organizations: Research and select a **legal professional organization** to summarize the following:

- h. tThe mission and history of the organization;
- i. hHeadquarters and organizational structure;
- j. sServices provided;
- k. cCredentials required for employment and how they are obtained and maintained;
- l. pPolicies and procedures;
- m. rReports, newsletters, and other documents published by the organization; and
- n. wWebsite and contact information.

~~24)~~ 2.3 Job Search: Simulate the experience of **conducting a job search by researching local employment options**. In preparation for a future career in the law, complete an authentic job application form and compose a cover letter following the guidelines specified in the vacancy announcement.

~~25)~~ 2.4 Professional Resumes: Analyze the **resumes of legal professionals retrieved from the websites of systems, companies, organizations, or professional networks**. Discuss what is typically **included in the resumes of these professionals**, compare and contrast several examples, and create a personal resume modeled after elements identified in the search.

~~26)~~ 2.5 Job Application Process: Complete an **authentic job application** as part of a career search or work-based learning experience. Participate in a **mock interview**. Prior to the

interview, research tips on dress and grooming, most commonly asked interview questions, appropriate conduct during an interview, and recommended follow-up procedures.

Highlight sample work compiled in the portfolio that illustrates mastery of specific skills attained in the program of study. Upon **completion of the interview, write a thank you letter** to the interviewer in a written or email format.

3. Professionalism and Ethics

~~27)~~ **3.1** Code of Ethics: **Collect Codes of Ethics from work-based learning placement.**

Analyze what the statements say about the work culture at the particular organization to the actual climate in the workplace of the business. **Synthesize principles from the written code of ethics and the workplace climate to create a personal code of ethics** to be included in a career portfolio compiled throughout the course.

~~28)~~ **3.2** Communication Skills: **Practice effective verbal, nonverbal, written, and**

electronic communication skills for working with clients. Demonstrate the ability to listen attentively, speak courteously and respectfully, discuss client ideas/vision, resolve conflicts, and respond to client objections or complaints to the client's satisfaction.

~~29)~~ **3.3** Organizational Charts for Businesses: **Research the organizational chart and job descriptions for each of the positions** within the work-based learning placement. For each, identify desirable **employability skills and character traits** for professionals working in that position, including specific technical skills as well as soft skills.

~~30)~~ **3.4** Soft Skill Characteristics: Collaboratively develop a professionalism rubric with performance indicators for each of the following **professional attributes** and use it to evaluate course assignments and personal work, such as the following:

- a. aAttendance/punctuality.
- b. pProfessional dress and behavior.
- c. pPositive attitude.
- d. cCollaboration.
- e. hHonesty.
- f. rRespect.
- g. rResponsibility, and
- h. aAppropriate technology use.

4. Transferring Course Concepts to Practicum

~~31)~~ **4.1 Knowledge Application:** Apply **skills and knowledge from previous courses in an authentic work-based learning internship, job shadow, or classroom-based project.**
Develop a plan to demonstrate skills outlined in previous courses.

~~32)~~ **4.2 Personalized Learning Plans Reflection:** Create and continually update the **personalized learning plan during the practicum and draw connections between the experience and previous course content by reflecting** on the following:

- b. ~~t~~Tasks accomplished and activities implemented,
- i. ~~p~~Positive and negative aspects of the experience,
- j. ~~h~~How challenges were addressed,
- k. ~~t~~Team participation in a learning environment,
- l. ~~c~~Comparisons and contrasts between classroom and work environments,
- m. ~~i~~Interactions with colleagues and supervisors,
- n. ~~p~~Personal career development, and
- o. ~~p~~Personal satisfaction.

5. Portfolio

~~33)~~ **5.1 Program Portfolio:** Update materials from coursework to **add to the portfolio started in *Criminal Justice I* to illustrate mastery of skills and knowledge outlined in the previous courses and applied in the practicum.** The portfolio should reflect a thoughtful assessment and evaluation of the progression of work involving the application of criminal justice and corrections skills understanding the professional, legal, and ethical issues that are encompassed in the Pre-Law program of study. The following documents will reside in the career portfolio:

- ~~h~~. ~~t~~The career plan developed and revised in prior courses.
- ~~h~~. ~~i~~. ~~r~~Resume.
- ~~i~~. ~~j~~. ~~e~~List of responsibilities undertaken through the course.
- ~~j~~. ~~k~~. ~~a~~Artifacts of project outcomes.
- ~~k~~. ~~l~~. ~~p~~Periodic journal entries reflecting on tasks and activities.
- ~~m~~. ~~f~~Feedback from the instructor and/or supervisor based on observations, and
- ~~h~~. ~~n~~. ~~t~~Transcripts or other evidence of certifications obtained throughout the program of study.

6. Communication of Project Results

34) 6.1 [Final Presentation](#): Upon completion of the practicum, **develop a technology-enhanced presentation showcasing highlights, challenges, and lessons learned from the experience**. The presentation should be **delivered orally** but supported by relevant graphic illustrations, such as diagrams, drawings, videos, and photographs. Prepare the presentation in a format that could be presented to both a [health-care law](#) professional and non-[health-care law](#) professional audience, as well as for a career and technical student organization (CTSO) competition.

Standards Alignment Notes

*References to other standards include:

- 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.