



OREGON
DEPARTMENT OF
EDUCATION



OREGON CAREER AND TECHNICAL EDUCATION STATEWIDE FRAMEWORKS

Law, Public Safety, and Security Career Cluster

Resource Guide



Table of Contents

Statewide Program of Study Framework for Law, Public Safety, and Security	1
Projected Labor Market Demand	2
Statewide Program of Study Framework	4
Knowledge and Skill Statements	5
Law, Public Safety, and Security Program of Study Knowledge and Skill Statements	7
Program of Study Design Options	8
Course Scope and Sequence	10
Developing a CTE Program of Study for State Approval.....	12
CTE Licensure Requirements. Law, Public Safety, and Security Career Cluster	13
Career and Technical Student Organizations.....	14
Appendix A. Law, Public Safety, and Security Career Cluster Knowledge and Skill Statements and Suggested Performance Indicators	15
Law, Public Safety, and Security Career Cluster Knowledge and Skill Statements	17
Employability Knowledge and Skill Statements with Suggested Performance Indicators	20
Law, Public Safety, and Security Career Cluster Knowledge and Skill Statements with Suggested Performance Indicators	22
Correction Services Focus Area Knowledge and Skill Statements with Suggested Performance Indicators	26
Emergency Fire Management Services Focus Area Knowledge and Skill Statements with Suggested Performance Indicators	29
Law Enforcement Services Focus Area Knowledge and Skill Statements with Suggested Performance Indicators	32

Tables

Table 1. Projections for High-Wage and High-Demand Law, Public Safety, and Security Occupations in Oregon, 2020-2030	3
Table 2. Proposed Scope and Sequence for Law, Public Safety, and Security	10
Table 3. Elements and Supporting Components of a High-Quality CTE Program of Study	12

Figures

Figure 1. Knowledge and Skill Statements for the Statewide Framework for Law, Public Safety, and Security	7
Figure 2. Career Connected Learning Experiences	11

Statewide Program of Study Framework for **Law, Public Safety, and Security**

Well-designed career and technical education (CTE) programs help high school and college students make successful educational transitions and find employment in high-wage, high-skill, in-demand careers. [Oregon's State Plan for CTE: 2020–2024](#) lays out a comprehensive strategy for ensuring all Oregonians have equitable access to high-quality CTE programming. This entails designing instructional coursework that is sequenced within and across educational levels, grounded on rigorous academic knowledge and technical skills, and aligned with industry needs. It also requires building and sustaining quality relationships, experiences, and interactions among learners, educators, business partners, and community members.

OREGON'S VISION FOR CTE

Reimagine and transform learner experiences to enhance their future prospects, empower communities, and ensure equitable access to an inclusive, sustainable, innovation-based economy.

This document provides information and resources related to the ***Statewide Framework in the Law, Public Safety, and Security Career Cluster***, which falls within the Human Resources career area. Law, Public Safety, and Security is one of 17 Career Clusters around which CTE is organized and delivered in Oregon. The Law, Public Safety, and Security field involves serving and protecting citizens, upholding the law, and helping people understand the legal system. Careers in this field include, but are not limited to, police officers, sheriffs, correctional officers, firefighters, emergency medical technicians, private investigators, security guards, lifeguards, and others in protective service occupations.

Oregon's new CTE state plan calls for the development of Statewide Frameworks to guide CTE program design. The goal is to *improve instructional quality* by aligning technical skills to the needs of employers in high-wage, high-skill, in-demand careers; *promote equity* by ensuring that all learners have access to consistent, high-quality programming; *strengthen career pathways* by intentionally connecting secondary and postsecondary coursework that culminates in an industry-recognized credential or certificate, or associate or baccalaureate degree; and *expand student access to dual and concurrent enrollment credits* to reduce tuition costs and the time required to earn a postsecondary credential.

While secondary and postsecondary CTE providers have considerable flexibility in designing curriculum and assessments, state approval is required to qualify programs for federal and/or state funding. This includes aligning offerings with labor market needs; meeting state-defined criteria for size, scope, and quality; addressing all of Oregon's five core elements of a Program of Study; and continuously improving CTE offerings through the use of the [High Quality CTE Program of Study Rubric](#).

In Oregon, a CTE Program of Study is the primary vehicle for delivering coursework at the secondary and postsecondary levels. A CTE Program of Study is a progressive, nonduplicative sequence of courses, developed by a partnering secondary school district and postsecondary institution, designed to prepare students to seamlessly transition across education levels and into the workforce. Coursework integrates rigorous academic knowledge with industry-validated employability and technical skills, culminating in the award of an industry-recognized credential or certificate, or an associate or baccalaureate degree. High school students may also have options to earn college credit that may be applied toward their postsecondary studies.

Within each Career Cluster, CTE Programs of Study may be offered at the Career Cluster or Focus Area level. Career Cluster-level Programs of Study offer students broad exposure to multiple careers in the field, along with cross-cutting skills valued by all industry employers. Focus Area-level Programs of Study offer students more occupationally specific training with a higher level of statewide content standardization.

The new Statewide CTE Frameworks provide updated Knowledge and Skill Statements to inform CTE program development. The updated Knowledge and Skill Statements incorporate: 1) employability skills commonly found in all jobs in all Career Clusters; 2) cross-cutting technical skills applicable to all jobs in a specific Career Cluster; and 3) Focus Area skills applicable to a specific job. Each Knowledge and Skill Statement includes an optional set of Suggested Performance Indicators, which are intended to help educators develop curriculum and assessments to teach specific skills.

Projected Labor Market Demand

Labor projections published by the Oregon Employment Department indicate that some Law, Public Safety, and Security occupations are expected to grow significantly over the coming decade. Oregon's State Plan for CTE calls for increasing the enrollment of students in programs leading to high-wage, high-skill, and in-demand careers. These are defined as those occupations paying more than the statewide median wage or having more than the statewide median number of total job openings projected over the decade. These occupational titles, projected demand, and wages and educational expectations of entry-level employees are provided in Table 1.

Security guards will account for the largest number of jobs openings in Oregon over the coming decade, with 10,938 openings between 2020 and 2030, including new and replacement workers. Relatively large numbers of job openings are anticipated in several additional fields, including police and sheriff's patrol officers, firefighters, and correctional officers and jailers.

Jobs in the protective service occupations pay relatively good wages, with skilled workers earning relatively more. Median annual earnings in 2021 were highest for First-Line Supervisors of Police and Detectives at \$111,301, followed by Fire Inspectors and Investigators, with median earnings of \$102,773. Wages were lowest in jobs requiring a high school diploma or equivalent.

Table 1. Projections for High-Wage and High-Demand Law, Public Safety, and Security Occupations in Oregon, 2020-2030

Standard Occupational Classification (SOC)* code	Occupational title	Total job openings	Percent change 2020-2030	2021 median annual wage	Entry-level education
33-1012	First-Line Supervisors of Police and Detectives	832	13%	\$111,301	HS diploma or equivalent
33-2011	Firefighters	3,532	13%	\$66,581	Postsecondary training (non-degree)
33-3012	Correctional Officers and Jailers	3,457	0%	\$71,885	HS diploma or equivalent
33-3051	Police and Sheriff's Patrol Officers	4,181	13%	\$79,539	HS diploma or equivalent

Note: Adapted from [**State of Oregon Employment Department: High-Wage, High-Demand, and High-Skill Occupations \(Projections 2020-2030\)**](#)

*SOC code = Standard Occupational Classification used to classify workers into job categories.

While many entry-level careers require less than a postsecondary degree, learners may follow multiple pathways. This can include entering the workforce with a high school diploma and basic employability skills, enrolling in a community college to pursue a professional certification, entering an academy for intensive theory and training, or pursuing stackable credentials or an associate or baccalaureate degree offered within an Oregon community college or four-year college or university.

Statewide Program of Study Framework

Programs of study in the Law, Public Safety, and Security Career Cluster prepare students for entry-level employment in the protection and fire service occupations (e.g., careers in planning, managing, and providing legal, public safety, protective services, and homeland security, including professional and technical support services) and/or to pursue advanced postsecondary educational studies. When proposing programming, secondary and postsecondary CTE providers collaborate to offer coursework leading to an industry recognized certificate and/or a degree including an associate's or baccalaureate degree. High school students also may be offered the opportunity to earn college credit that may be applied towards their certificate or degree objective.

In winter 2022 the Oregon Department of Education launched a statewide effort to update and revalidate the Knowledge and Skill Statements used to define the Law, Public Safety, and Security Career Cluster. The goal was to identify the employability and technical skills desired of entry-level workers. Work began with a review of labor market information compiled by the Oregon Employment Department to identify high-wage, high-skill occupations. An advisory group comprising Oregon employers reviewed existing state skills to create a new set of statements. A statewide survey of employers was then conducted to collect feedback on the proposed new set, with refinements made, as needed. Three Focus Areas were identified as initial candidates for the statewide models in the Law, Public Safety, and Security Career Cluster: 1) Correction Services, 2) Emergency Fire Management Services, and 3) Law Enforcement Services.

Based on their work, a statewide survey was developed and administered to community college faculty in all institutions offering a related CTE program. Individuals were asked to rate the importance of the Knowledge and Skill Statements and performance indicators that were vetted with employers. Specifically, faculty were asked to rate the importance of each standard as follows:

- **Critically important.** This skill would be expected of students entering a community college after having completed a CTE Program of Study at the high school level
- **Somewhat important.** This skill would be useful but not necessary for students entering a community college after having completed a CTE Program of Study at the high school level
- **Not important.** This skill would not be expected of students entering a community college after having completed a CTE Program of Study at the high school level (i.e., it will be taught at the college level)

To gather district perspectives, high school CTE instructors with approved programs were administered a similar survey. Here educators were asked to rate the importance of high school graduates in related CTE Programs of Study mastering these skills upon completing their secondary CTE studies.

Feedback from survey respondents was analyzed to produce a core set of Knowledge and Skill Statements and Suggested Performance Indicators that secondary educators should consider when designing CTE programs and formulating their CTE program approval applications.

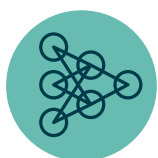
Knowledge and Skill Statements

Knowledge and Skill statements describe the learning expectations of students in CTE programs. Ideally, skills marked as Foundational will be taught during a student's high school CTE Program of Study experience, with educators determining how and when instruction occurs. The CTE Statewide Framework for Law, Public Safety, and Security is organized around three levels of skills.



Employability Knowledge and Skills – *Applicable to all Career Clusters—Foundational*

All learners are expected to master these basic skills to function in the workplace. These cross-cutting abilities, found in all jobs in all industries, encompass a broad range of communication, critical thinking, interpersonal, and organizational skills considered imperative for career success.



Career Cluster Knowledge and Skills – *Applicable to all Law, Public Safety, and Security careers—Foundational*

All workers in the Law, Public Safety, and Security field are expected to have a broad understanding of the industry. These cross-cutting skills statements prepare workers to succeed in a range of jobs. High school students mastering these skills are prepared to enter community college or the workforce with an understanding of their career options and training needs.



Focus Area Knowledge and Skills – *Applicable to a specific career*

Field-specific knowledge that an entry-level worker would be expected to possess. High school students mastering these skills are prepared to enter employment or enroll in a community college to pursue advanced training. Postsecondary graduates would be prepared to enter employment with a credential, certificate, or degree.

These skills have been classified based on their level of knowledge required for their mastery:

- **Foundational Skills** describe technical skills that all high school students completing a Program of Study would be expected to master. Ideally, these skills would be taught within a high school CTE Program of Study (or in collaboration with a postsecondary partner if it is not feasible within high school).
- **Intermediate Skills** describe more technically advanced skills that high school instructors are encouraged to teach, though some might be taught by community college faculty due to equipment or time constraints.
- ▲ **Advanced Skills** describe highly technical skills that high school instructors may choose to teach with the understanding that, due to their complexity, most will be taught by community college faculty as part of the postsecondary component of a CTE Program of Study.

Overarching descriptions of the Knowledge and Skill Statements for new Statewide Frameworks in 1) Correction Services, 2) Emergency Fire Management Services, and 3) Law Enforcement Services are contained in Figure 1.

Each Knowledge and Skill Statement includes a list of performance indicators that illustrate how students might demonstrate their understanding or abilities relating to the statement (see Appendix A). These are examples intended to provide educators with guidance in establishing program standards and assessments and designing curriculum and instructional activities. These skills also have been classified based on their level of difficulty, ranging from foundational to intermediate to advanced.

*Suggested Performance Indicators are offered as optional, industry-suggested and community college faculty-vetted way to demonstrate the Knowledge and Skill Statements. **They are not required.*** Educators may choose to design other means for students to show skill mastery in their Program of Study. It is anticipated that secondary and postsecondary educators will collaborate in selecting the number, type, and technical specificity of Suggested Performance Indicators, as well as the educational level at which they will be taught.

Figure 1. Knowledge and Skill Statements for the Statewide Framework for Law, Public Safety, and Security

Law, Public Safety, and Security Program of Study Knowledge and Skill Statements

EMPLOYABILITY		CAREER CLUSTER	
Cross-cutting, same for all Career Clusters			
<ul style="list-style-type: none">• Workplace practices• Personal responsibility and accountability• Teamwork and conflict resolution• Communication• Technology in the workplace• Planning and organizing• Career planning		<ul style="list-style-type: none">• Demonstrate an understanding of and adherence to safe working practices• Demonstrate an understanding of the emotional and physical challenges of careers in law, public safety, and security• Model behaviors that exhibit integrity and commitment to a code of conduct and ethics for law enforcement professionals• Describe the existence and purpose of common employee and employer rights, obligations and responsibilities and applicable laws, ordinances, regulations, and organizational rules• Demonstrate an understanding of the nature and scope of the Law, Public Safety, and Security Career Cluster and the role law, public safety, corrections and security play in society and the economy• Demonstrate an understanding of the medical duties and responsibilities of first responders to a medical incident (e.g., EMTs, paramedics)• Explain the appropriate techniques for managing crisis situations in order to maintain public safety• Describe law enforcement protocols and procedures designed to handle incidents related to homeland security, terrorism, and other disaster situations (e.g., mass casualty events, conflagrations)• Describe the individuals and organizations that collaborate to maintain law and order• Demonstrate an understanding of the safe use of equipment	
FOCUS AREAS			
Correction Services		Emergency Fire Management Services	
<ul style="list-style-type: none">• Use of force• Impact of the First, Fourth, Fifth, Sixth, Eighth, and Fourteenth Amendments• Ethical and legal responsibilities• Reduction or elimination of sexual harassment or abuse• Anticipating problems and/or danger• Impact of federal, state, and local laws• Legal, regulatory, and organizational guidelines		<ul style="list-style-type: none">• Handling emergency situations• Incident scene management• Mission of emergency and fire management services• Safety procedures and protocols• Equipment use• Incident Command System implementation• Infrastructure protection in cases of terrorism and/or natural disasters	
		Law Enforcement	
		<ul style="list-style-type: none">• Communication skills• Anger and conflict management• Right guaranteed by the First, Fourth, Fifth, Sixth, Eighth, and Fourteenth Amendments• Impact of federal, state, and local laws• Crime and loss prevention programs• Crime scene management• Drug use symptoms and handling	

Program of Study Design Options

Educators have two options in designing a Program of Study using a Statewide Framework. They can pursue a Career Cluster-level Program of Study or a Focus Area-level Program of Study. The distinction between Cluster and Focus Area Programs of Study relates to the scope of Knowledge and Skill Statements covered in the Program of Study and to the level of secondary to postsecondary alignment (nonduplicative sequence of courses leading to a certificate or degree).

There are two primary distinctions between the two options:

1. Educators choosing to offer a **Career Cluster Programs of Study** are required to cover all the employability skills and all the Cluster-level skills identified and may draw on skills included in “one or more Focus Areas.
2. **Focus Area Programs of Study** are more occupationally specific with a higher level of content standardization. Focus Area Programs of Study are required to cover *all the employability skills, Cluster-level skills, and foundational skills identified within a Focus Area.*

The Career Cluster-level Program of Study and Focus Area Program of Study options are not mutually exclusive. Providers with existing, well-developed Programs of Study may already fulfill many of the criteria of a Statewide Framework; others may build toward fulfillment of the Statewide Framework over time.

Career Cluster Program of Study Option

A Career Cluster Program of Study provides high school students with a broad overview of the Law, Public Safety, and Security field to prepare them to specialize in an area of their choosing at the postsecondary level. With this option, educators may choose to offer a broad range of courses that address different aspects of the field, drawing the Correction, Emergency Fire Management, and Law Enforcement Services programs.

To qualify as a concentrator at the Career Cluster level, high school students must earn at least two credits in a state-approved Program of Study sequence, with one of these credits awarded as part of the second or third course in a sequence. High school graduates concentrating their studies in the Law, Public Safety, and Security Career Cluster would have the option of continuing their studies at an affiliated community college, where they could pursue training (in one or more fields) that culminate in the award of a credential, certificate, or associate degree.

Focus Area Program of Study Option

Focus Area-level Programs of Study are intended to align with specific certificate and degree options offered at the community college or four-year college or university level. Where appropriate, districts and colleges can negotiate dual credit agreements so that high school students can earn college credit that may be applied toward a postsecondary certificate or degree, expediting the time it takes to complete.

The new statewide Program of Study option requires:

- Offering a minimum of three credits at the secondary level and 36 credits at the postsecondary level
- Covering all the employability, Career Cluster, and foundational Focus Area skills as part of the high school component of a CTE Program of Study or in collaboration with a postsecondary partner
- Concentrators to earn two credits in the Program of Study, including at least one credit awarded as part of the second or third course in a sequence
- Providing a sequenced, progressive set of courses, including an introductory or survey course, and two courses offering more technically advanced skills
- Exhibiting secondary-postsecondary standards alignment that is clearly defined and communicated to all stakeholders
- Offering or potentially offering dual credit opportunities
- Integrating career-related learning experiences, career connected learning, and work-based learning in meaningful ways

High school graduates concentrating their studies in a Law, Public Safety, and Security field would have the option of continuing their studies at an affiliated community college, where they could seek advanced training in the Focus Area or pursue training in another Law, Public Safety, and Security field that culminates in the award of a credential, certificate, or associate degree.

Statewide Framework Programs of Study align course standards to industry-validated skills so that students throughout the state have access to consistent, high-quality CTE with opportunities to gain college credit and skills in in-demand occupations.

Course Scope and Sequence

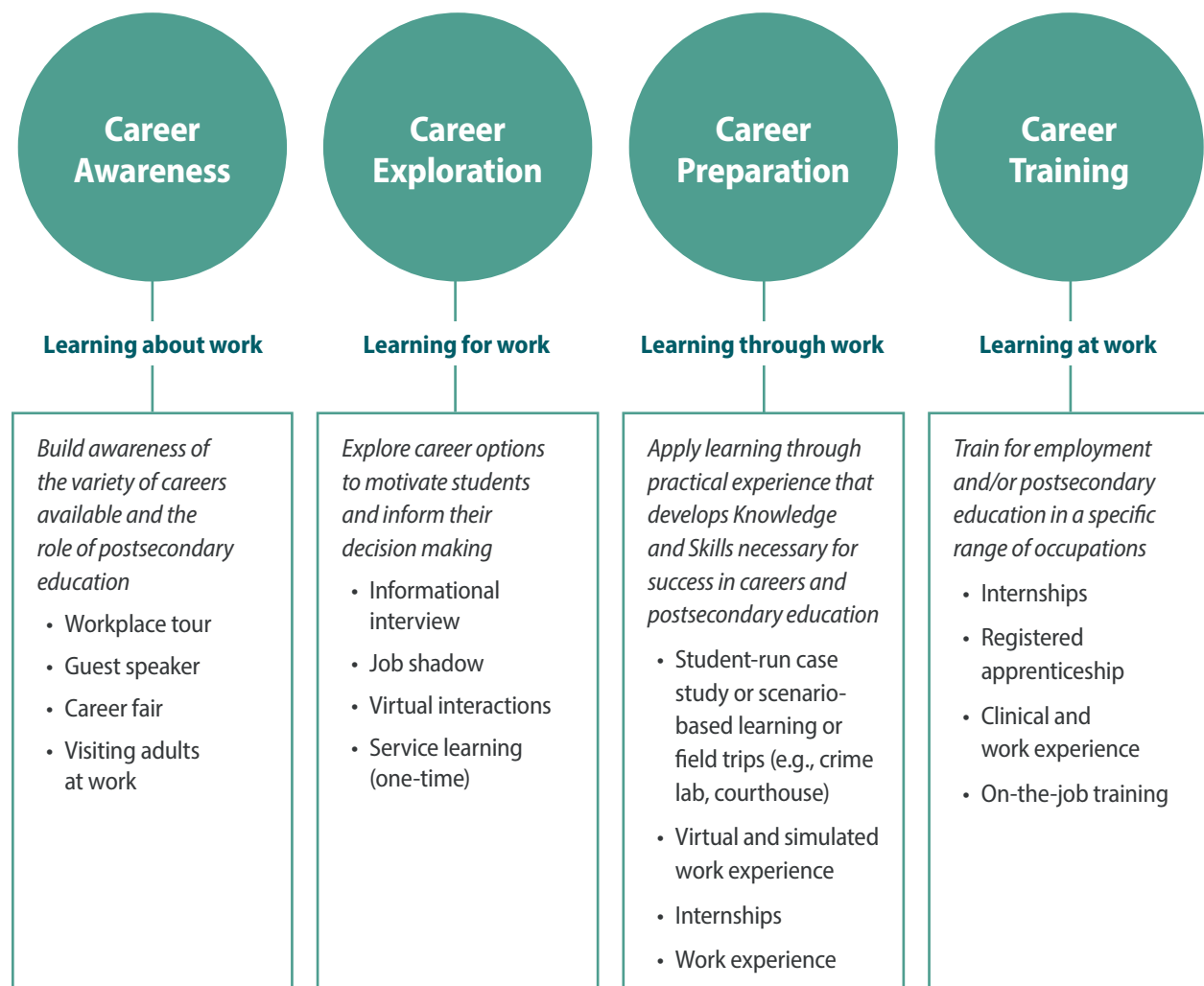
Regardless of whether a district seeks approval for a Career Cluster- or Focus Area-Level Program of Study, it is anticipated that CTE students will begin their course sequence with an introductory/survey course that opens a range of more technically advanced course options. An example of how a Law, Public Safety, and Security Program of Study might be configured is provided Table 2. *Note that course sequences and titles are provided for illustrative purposes only—it is up to secondary and postsecondary partners to determine course title and sequences; course content, curriculum, and assessments, including when and how Knowledge and Skill Statements are addressed; and whether dual credit or industry certifications may be awarded.*

Table 2. Proposed Scope and Sequence for Law, Public Safety, and Security

Course level	Grade	Course
Course 1	Introductory (Grades 9–10, one semester)	Introduction to Law, Public Safety, and Security (survey course)
Course 2	Intermediate (Grades 10–12, one semester or one year)	Criminal Justice 1
		Essentials of Fire and Emergency Services
Course 3	Advanced (Grades 11–12, two semesters or one year)	Criminal Justice 2
		Fire Science 1
Capstone	Advanced (Grades 11–12, one year)	Criminal Justice Advanced Studies or Criminal Investigations
		Fire Science 2 with dual credit option or Practicum or apprenticeship

Additionally, all Programs of Study are expected to integrate a full range of [**Career Connected Learning Experiences**](#) that advance progressively, as indicated in Table 3.

Figure 2. Career Connected Learning Experiences



Developing a CTE Program of Study for State Approval

To meet Oregon’s definition of a High-Quality Program of Study, a CTE Program of Study must be built around five core elements. These elements and supporting components, which align to the Association for Career and Technical Education’s (ACTE’s) High-Quality CTE Program of Study Framework, are detailed in Table 4.

Table 3. Elements and Supporting Components of a High-Quality CTE Program of Study

Element	Components
Standards and Content	Rigorous Integrated Content: Appropriately licensed secondary teachers and postsecondary instructors integrate rigorous technical and academic content.
	Engaged Learning: Students are engaged through instructional strategies that are relevant and authentic, and meet the needs and interests of all students.
	Coherent Curriculum: Aligned to industry-identified standards and sequenced to prepare students for their next steps.
Alignment and Articulation	Partnerships: Actively engages employer and educator partners to develop, enhance and support the CTE program in a manner that is sustainable.
	Credentials: Links instruction to meaningful college credit or industry credentials that can lead to high-wage, high-skill, and in-demand occupations.
	Facilities and Equipment: Provides students with safe access to facilities and equipment appropriate to the type of instruction and reflective of workforce needs.
Accountability and Evaluation	Continuous Improvement: Revisions to the Program of Study are based on student performance, economic demand, and employer requirements.
Student Support Services	Equity and Access: Provides all students and their families with appropriate knowledge and experiences to help make informed education and career decisions.
	Career Connected Learning: Provides quality, accurate and timely information and support that will help students identify, pursue, transition to, and complete pathways to future careers. Career Connected Learning should include activities and opportunities within the four domains of Awareness, Exploration, Preparation and Training.
Professional Development	Professional Development: Promotes instructional long-term growth that aligns with long-term program goals.

Educators are encouraged to consult the [High Quality CTE Program of Study Rubric](#) and accompanying [Quick Guide to Using the High Quality CTE Program of Study Rubric](#) to assess their existing CTE Programs of Study and create goals for continuous improvement.

CTE Licensure Requirements.

Law, Public Safety, and Security Career Cluster

Educators seeking to teach in the Law, Public Safety, and Security Program of Study must possess a valid Oregon CTE endorsement in Public or Human Services depending on their area of expertise as transitioning from business and industry into the classroom. See [CTE Licensure in Oregon](#) for an overview of licensing requirements and the steps to be taken to receive an endorsement. Contact **Muhammad Rahman** (Muhammad.Rahman@ode.oregon.gov) for more information.

Career and Technical Student Organizations

Learning is enhanced when students can apply academic, technical, and employability skills in an authentic setting. Career and Technical Student Organizations (CTSOs) are extracurricular groups that offer youth the ability to practice and enhance their classroom learning, while developing personal skills and leadership abilities, through participation in activities, events, and competitions.

In the Law, Public Safety, and Security field, there is one active CTSO in Oregon



SkillsUSA (<https://www.skillsusa.org/>) is a service CTSO preparing student learners for careers in trade, technical and skilled service occupations. Students learn about entry level, technical, and professional careers in a range of fields, including careers in the Law, Public Safety, and Security Career Cluster.

Appendix A. Law, Public Safety, and Security Career Cluster Knowledge and Skill Statements and Suggested Performance Indicators

Overview

This document details the Knowledge and Skill Statements comprising the Programs of Study for: (1) Correction Services, (2) Emergency Fire Management Services, and (3) Law Enforcement Services. These statements, developed with input by employers, define the career readiness expectations of entry-level workers.

Faculty in Oregon community colleges offering related training were asked to rate the relative importance of each Knowledge and Skill Statement and performance indicators for high school graduates entering a community college after having completed a CTE Program of Study at the high school level. These ratings included:

- **Critically important.** This skill would be expected of students entering a community college after having completed a CTE Program of Study at the high school level
- **Somewhat important.** This skill would be useful but not necessary for students entering a community college after having completed a CTE Program of Study at the high school level
- **Not important.** This skill would NOT be expected of students entering a community college after having completed a CTE Program of Study at the high school level (i.e., it will be taught at the college level)

These examples are intended to provide educators with guidance in establishing program standards and assessments and designing curriculum and instructional activities. *These performance indicators are offered as suggestions, not requirements, for addressing the Knowledge and Skill Statements comprising a Program of Study.*

How to Use This Document

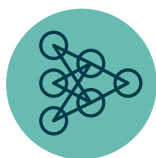
Educators offering a CTE Program of Study in the Education and Training Career Cluster should review the Knowledge and Skill Statements and Suggested Performance Indicators in this document. Ideally, skills marked as Foundational will be taught during a student's high school CTE Program of Study experience, with educators determining how and when instruction occurs.

Three types of skills and indicators are provided:



Employability Knowledge and Skills – *Applicable to all Career Clusters—Foundational*

All learners are expected to master these basic skills to function in the workplace. These cross-cutting abilities, found in all jobs in all industries, encompass a broad range of communication, critical thinking, interpersonal, and organizational skills considered imperative for career success.



Career Cluster Knowledge and Skills – *Applicable to all careers in the Law, Public Safety, and Security Cluster—Foundational*

All workers in the law, public safety, and security industry are expected to have a broad understanding of the field. These cross-cutting skills prepare workers to succeed in a range of jobs. High school students mastering these skills are prepared to enter community college or the workforce with an understanding of their career options and training needs.



Focus Area Knowledge and Skills – *Applicable to a specific career*

Field-specific knowledge that an entry-level worker would be expected to possess. High school students mastering these skills are prepared to enter employment or enroll in a community college to pursue advanced training. Postsecondary graduates would be prepared to enter employment with a credential, certificate, or degree.

These skills have been classified based on their level of knowledge required for their mastery:

- **Foundational Skills** describe technical skills that all high school students completing a Program of Study would be expected to master. Ideally, these skills would be taught within a high school CTE Program of Study (or in collaboration with a postsecondary partner if it is not feasible within high school).
- **Intermediate Skills** describe more technically advanced skills that high school instructors are encouraged to teach, though some might be taught by community college faculty due to equipment or time constraints.

▲ **Advanced Skills** describe highly technical skills that high school instructors may choose to teach with the understanding that, due to their complexity, most will be taught by community college faculty as part of the postsecondary component of a CTE Program of Study.

Each Focus Area arrays the Knowledge and Skill Statements and Suggested Performance Indicators that CTE educators should consider when planning their curriculum in Law, Public Safety, and Security. Each Knowledge and Skill statement includes a list of Suggested Performance Indicators that illustrate how students might demonstrate their understanding or abilities relating to each statement. Suggested Performance Indicators are offered as optional, industry-suggested and community college faculty-vetted way to demonstrate the Knowledge and Skill Statements. **They are not required.** It is anticipated that secondary and postsecondary educators will collaborate in selecting the number, type, and technical specificity of Suggested Performance Indicators, as well as the educational level at which they will be taught.

Law, Public Safety, and Security Career Cluster Knowledge and Skill Statements

Employability Knowledge and Skills

These Knowledge and Skill statements apply to all Career Clusters in Oregon.

Code number	Knowledge and Skill Statement
E-01	Adhere to workplace practices
E-02	Exhibit personal responsibility and accountability
E-03	Practice cultural competence
E-04	Demonstrate teamwork and conflict resolution
E-05	Communicate clearly and effectively
E-06	Employ critical thinking to solve problems
E-07	Demonstrate creativity and innovative thinking
E-08	Demonstrate fluency in workplace technologies
E-09	Plan, organize, and manage work
E-10	Make informed career decisions

Career Cluster-Level Knowledge and Skills

These Knowledge and Skill Statements apply to all Law, Public Safety, and Security Programs of Study in Oregon.

Code number	Knowledge and Skill Statement
CC-LPS01	Demonstrate an understanding of and adherence to safe working practices
CC-LPS02	Demonstrate an understanding of the emotional and physical challenges of careers in law, public safety, and security
CC-LPS03	Model behaviors that exhibit integrity and commitment to a code of conduct and ethics for law enforcement professionals
CC-LPS04	Describe the existence and purpose of common employee and employer rights, obligations and responsibilities and applicable laws, ordinances, regulations, and organizational rules
CC-LPS05	Demonstrate an understanding of the nature and scope of the Law, Public Safety, and Security Career Cluster and the role law, public safety, corrections and security play in society and the economy
CC-LPS06	Demonstrate an understanding of the medical duties and responsibilities of first responders to a medical incident (e.g., EMTs, paramedics)
CC-LPS07	Explain the appropriate techniques for managing crisis situations in order to maintain public safety
CC-LPS08	Describe law enforcement protocols and procedures designed to handle incidents related to homeland security, terrorism, and other disaster situations (e.g., mass casualty events, conflagrations)
CC-LPS09	Describe the individuals and organizations that collaborate to maintain law and order
CC-LPS10	Demonstrate an understanding of the safe use of equipment

Focus Area Level Knowledge and Skills

These are updated Knowledge and Skill Statements for three Focus Area Programs of Study in the Law, Public Safety, and Security Career Cluster.

CORRECTION SERVICES

Code number	Knowledge and Skill Statement
FA-LWCR01	Analyze situations that require the use of force, including deadly force, to determine when to utilize what type of force in correctional facilities
FA-LWCR02	Analyze the impact of the First, Fourth, Fifth, Sixth, Eighth, and Fourteenth Amendments in the correction services environment
FA-LWCR03	Apply the ethical and legal responsibilities of correctional staff to various situations in the correction services environment
FA-LWCR04	Demonstrate the protocols regarding the reduction or elimination of sexual harassment or abuse in the correctional environment

Code number	Knowledge and Skill Statement
FA-LWCR05	Evaluate the correctional environment for signs of potential problems and/or danger
FA-LWCR06	Analyze the impact of federal, state, and local laws on correctional facilities
FA-LWCR07	Describe the legal, regulatory and organizational guidelines governing the correction services

EMERGENCY FIRE MANAGEMENT SERVICES

Code number	Knowledge and Skill Statement
FA-LWEF01	Execute protocols for handling emergency situations that range from minor medical and fire emergencies to area-wide incidents
FA-LWEF02	Demonstrate an understanding of how to manage an incident scene as the first responder using emergency response skills
FA-LWEF03	Demonstrate an understanding of the objectives and a commitment to the mission of emergency and fire management services
FA-LWEF04	Execute safety procedures and protocols associated with local, state, and federal regulations
FA-LWEF05	Demonstrate the use and various applications of the equipment commonly used in emergency and fire management services
FA-LWEF06	Implement an appropriate Incident Command System to effectively manage an incident scene
FA-LWEF07	Analyze the key functions and techniques of critical infrastructure protection in cases of terrorism and/or natural disasters

LAW ENFORCEMENT SERVICES

Code number	Knowledge and Skill Statement
FA-LWLE01	Demonstrate effective communication skills (e.g., writing, speaking, listening and nonverbal communication) required in law enforcement
FA-LWLE02	Utilize anger and conflict management strategies to resolve problems in law enforcement settings
FA-LWLE03	Execute established procedures to avoid the violation of the rights guaranteed by the First, Fourth, Fifth, Sixth, Eighth, and Fourteenth Amendments
FA-LWLE04	Analyze the impact of federal, state and local laws on law enforcement procedures
FA-LWLE05	Manage crime and loss prevention programs in collaboration with the community
FA-LWLE06	Demonstrate the procedures to properly protect, document, and process the crime scene and all related evidence
FA-LWLE07	Describe the behavioral symptoms of drug use and the inherent dangers associated with handling dangerous drugs

Employability Knowledge and Skill Statements with Suggested Performance Indicators

● **Foundational** - Basic skills that ***should be taught*** within high school or, if not feasible, at a partnering college

Code and Knowledge and Skill Statement	Suggested Performance Indicators	Foundational
E-01 <i>Adhere to workplace practices</i>	A. Explain and follow workplace standards, rules, and regulations B. Show up on time and prepared to work C. Demonstrate the ability to take direction, be proactive, and work independently	●
E-02 <i>Exhibit personal responsibility and accountability</i>	A. Apply professional and ethical standards of the industry to personal conduct B. Maintain integrity and promote personal and professional integrity in co-workers C. Take responsibility and carry out work assignments	●
E-03 <i>Practice cultural competence</i>	A. Demonstrate awareness of issues related to diversity, equity, and inclusion B. Work effectively with colleagues of differing abilities, cultures, and backgrounds C. Describe issues relating to workplace harassment D. Model behaviors that are respectful and sensitive of others	●
E-04 <i>Demonstrate teamwork and conflict resolution</i>	A. Demonstrate the ability to collaborate and contribute to the work of a diverse team B. Explain when it is appropriate to lead and when to follow another's lead C. Demonstrate strategies for resolving issues with coworkers	●
E-05 <i>Communicate clearly and effectively</i>	A. Listen attentively, and speak and write clearly to convey information correctly B. Interpret information and instructions presented in verbal and written form C. Demonstrate effective communication with colleagues, supervisors, customers, and suppliers D. Demonstrate the ability to communicate verbally, in writing, and using electronic communication tools	●



Code and Knowledge and Skill Statement	Suggested Performance Indicators	Foundational
E-06 <i>Employ critical thinking to solve problems</i>	A. Recognize problems in the workplace and diagnose their root causes B. Develop well-reasoned plans to solve identified challenges C. Apply and follow through on plans to ensure that problems are resolved	●
E-07 <i>Demonstrate creativity and innovative thinking</i>	A. Develop ideas to solve problems in new and different ways B. Investigate one's own and others' ideas to find those with greatest applicability C. Develop and deploy plans to implement new ideas in the workplace	●
E-08 <i>Demonstrate fluency in workplace technologies</i>	A. Demonstrate knowledge and application of general technology skills, including hardware and software commonly used in the industry B. Use online communication, networking tools and social networks to access, manage, evaluate, and create information to successfully function in a knowledge economy C. Describe and demonstrate a fundamental understanding of the ethical, legal, and security issues surrounding access to and use of information technologies	●
E-09 <i>Plan, organize, and manage work</i>	A. Identify an intended project outcome including available inputs, materials, labor, timeline for producing work, and job-site obligations B. Effectively plan, monitor, and complete projects on time and within budget using available resources and materials C. Demonstrate ability to write coherent reports and project summaries to communicate the progress of project work and its adherence to schedule	●
E-10 <i>Make informed career decisions</i>	A. Identify job and entrepreneurial opportunities in the industry and the required education and credentials to obtain employment B. Set short- and long-term career goals based on personal interests and aptitudes C. Maintain a project portfolio D. Develop a professional resume E. Explain and demonstrate how to cultivate and maintain a professional presence in an online environment, including the appropriate use of social media and networking platforms	●


Law, Public Safety, and Security Career Cluster Knowledge and Skill Statements with Suggested Performance Indicators

● **Foundational** - Basic skills that **should be taught** within high school or, if not feasible, at a partnering college




Code and Knowledge and Skill Statement	Suggested Performance Indicators	Foundational
CC-LPS01 <i>Demonstrate an understanding of and adherence to safe working practices</i>	<p>A. Describe appropriate procedures, behaviors, and resources for use with persons with mental disorders, physical disabilities, communication disorders, and unusual behaviors (e.g., suicidal persons, persons who are dangerous to themselves or to others)</p> <p>B. Identify the types of risk of injury/illness at work</p> <p>C. Assess workplace conditions with regard to safety and health of employees using data collected through observations and experience (e.g., rubric-based)</p> <p>D. Identify those who are susceptible to risk of injury/illness at work</p>	●
CC-LPS02 <i>Demonstrate an understanding of the emotional and physical challenges of careers in law, public safety, and security</i>	<p>A. Demonstrate emotional intelligence, an understanding of the emotional challenges of careers in law, public safety, and security and how to address them, including the need for self-care (e.g., assess one's own emotional abilities, develop resiliency, stress management, and coping skills, assess teammates' emotional abilities, identify, utilize, and refer others to sources of assistance including teammates and professionals [e.g. psychotherapists, crisis intervention teams—incident debriefs, break until clearance, counseling referrals], identify suicide risk)</p> <p>B. Describe the physical requirements and challenges of careers in law, public safety, and security including the need to keep in good physical shape to meet requirements (e.g., exercise, nutrition)</p>	●
CC-LPS03 <i>Model behaviors that exhibit integrity and commitment to a code of conduct and ethics for law enforcement professionals</i>	<p>A. Analyze the causes of violations of public trust and strategies to enhance it.</p> <p>B. Explain the mission of law enforcement in defending a democratic society.</p> <p>C. Explain the role of the United States Constitution to the development and implementation of the mission of law enforcement organizations.</p> <p>D. Describe legal and ethical issues and liability.</p> <p>E. Summarize various aspects and strategies used to encourage integrity and ethical behavior among law enforcement individuals.</p>	●

Code and Knowledge and Skill Statement	Suggested Performance Indicators	Foundational
CC-LPS04 <i>Describe the existence and purpose of common employee and employer rights, obligations and responsibilities and applicable laws, ordinances, regulations, and organizational rules</i>	A. Perform assigned duties while complying with laws, ordinances, regulations, organizational rules, and ethical standards B. Report violations of a legal or of an ethical nature through the proper chain of command C. Demonstrate understanding and establish location of copies of laws, ordinances, regulations, and organizational rules of conduct associated with assigned duties for selected careers in the cluster D. State the rationale for various rules and laws designed to promote safety and health in the workplace	●
CC-LPS05 <i>Demonstrate an understanding of the nature and scope of the Law, Public Safety, and Security Career Cluster and the role law, public safety, corrections and security play in society and the economy</i>	A. Demonstrate an understanding of ethical issues and evidence-based practices in professional ethics in the field B. Explain why community engagement is important and provide examples of how to engage and build trust with communities and demonstrate empathy and humility C. List responsibilities, requirements, and advancement opportunities in law, public safety, and security careers D. Compare selected careers in the law, public safety, and security cluster with other Career Cluster options E. Describe the role that law, public safety, and security plays in the American society and economy	●
CC-LPS06 <i>Demonstrate an understanding of the medical duties and responsibilities of first responders to a medical incident (e.g., EMTs, paramedics)</i>	A. Describe the medical training required of first responders and how these skills are learned B. Describe how to assess, diagnose, and manage a patient's condition including gaining consent to treat C. Model current regulation and protocols for recording patient data, including maintaining confidentiality, and the decisions that have been taken regarding patient care and transfer D. Describe how to provide effective treatment to patients within the pre-hospital environment under emergency and non-emergency driving conditions E. Outline the risks and responsibilities facing the emergency response team during ambulance operations including describing, and if applicable implementing, safe high speed driving techniques	●

Code and Knowledge and Skill Statement	Suggested Performance Indicators	Foundational
CC-LPS07 <i>Explain the appropriate techniques for managing crisis situations in order to maintain public safety</i>	<ul style="list-style-type: none"> A. Teach the community about crisis intervention strategies to prevent family violence B. List suicide intervention techniques C. Identify victim-precipitated homicide situations D. Identify effects of drug use in a crisis situation E. Summarize characteristics of crisis situations that may involve individuals with threatening problems such as drug use, troubled youth, and victims of abuse F. Differentiate between a casual crowd and a mob G. List various methods of conducting negotiations 	
CC-LPS08 <i>Describe law enforcement protocols and procedures designed to handle incidents related to homeland security, terrorism, and other disaster situations (e.g., mass casualty events, conflagrations)</i>	<ul style="list-style-type: none"> A. Identify the different types of fire extinguishers and the various types of fires B. Explain the meaning of placards and sign shapes used to indicate hazardous materials C. Demonstrate a basic understanding of the national preparedness system and the Incident Command System (ICS) D. Describe the roles of fire and emergency services and law enforcement in the ICS E. Identify and classify hazardous materials F. Summarize the roles of emergency/first responders in preparedness and response systems during and after disaster situation 	
CC-LPS09 <i>Describe the individuals and organizations that collaborate to maintain law and order</i>	<ul style="list-style-type: none"> A. Describe how individuals from different disciplines collaborate to maintain Law, Public Safety, and Security (e.g., emergency medical technicians, parole officers, dispatchers) B. Identify the roles and responsibilities of employees in the Law, Public Safety, and Security field (e.g., patrol officers, jailers, firefighters) C. Identify the types of organizations that are engaged in the maintaining public safety (e.g., police departments, sheriffs' offices, jails and prisons, community corrections and fire bureaus, governing bodies [e.g., Department of Public Safety Standards and Training], courts, district attorneys' offices, victim assistance programs, community and faith-based organizations) 	

Code and Knowledge and Skill Statement	Suggested Performance Indicators	Foundational
CC-LPS10 <i>Demonstrate an understanding of the safe use of equipment</i>	<p>A. Demonstrate an understanding of how to use equipment commonly utilized in the field, in the state and local jurisdiction, including up-to-date technology equipment and applications, radio systems, and mobile data communications equipment, in a safe manner</p> <p>B. Demonstrate an understanding of how to maintain, clean, and store equipment commonly used in the field</p> <p>C. Identify the equipment commonly used in the field and describe its uses</p>	

Correction Services Focus Area Knowledge and Skill Statements with Suggested Performance Indicators




-  **Foundational** - Basic skills that **should be taught** within high school or, if not feasible, at a partnering college
 **Intermediate** - Advanced skills **encouraged to be taught** within high school, with some offered at a partnering college
 **Advanced** - Highly technical skills that **may be taught** within high school, with most offered at a partnering college









Code and Knowledge and Skill Statement	Suggested Performance Indicators	Foundational	Intermediate	Advanced
FA-LWCR01 <i>Analyze situations that require the use of force, including deadly force, to determine when to utilize what type of force in correctional facilities</i>	A. State the importance of following departmental policy on deadly force B. Demonstrate knowledge of the legal issues involving use of force on youth in custody, justice-involved, and returning citizens and Supreme Court case examples dictating the use of deadly force C. State the types of force, the equipment used (if any) with each level, examples of situations where use of deadly force is authorized. D. Model reactions to a variety of situations that demonstrate an understanding of the proper use of deadly force (e.g., by using simulation tools)	A. ● B. ● C. ● D. ●		
FA-LWCR02 <i>Analyze the impact of the First, Fourth, Fifth, Sixth, Eighth, and Fourteenth Amendments in the correction services environment</i>	A. List the five constitutional amendments involving equality concepts and rights B. Summarize individuals' rights (e.g., trial, jury, due process, interrogation, privacy) C. Analyze the rights of youth in custody, justice-involved, or returning citizens and the related responsibilities of correctional staff in assuring those rights D. Describe the uses and reasons for Miranda rights E. Summarize the protocols associated with arrest using the statutes set forth by the 4th Amendment F. Describe how information to establish probable cause is evaluated G. Define the terms interrogate, self-incrimination, booking, arraignment, bail, and personal recognizance H. Explain the difference between procedure, policy, and law	A. ● B. ● C. ● D. ● E. ● F. ● G. ● H. ●		

Code and Knowledge and Skill Statement	Suggested Performance Indicators	Foundational	Intermediate	Advanced
FA-LWCR03 <i>Apply the ethical and legal responsibilities of correctional staff to various situations in the correction services environment</i>	A. Define ethical behavior B. Identify ethical and unethical behavior on the part of correctional staff	A. ● B. ●		
FA-LWCR04 <i>Demonstrate the protocols regarding the reduction or elimination of sexual harassment or abuse in the correctional environment</i>	A. Explain the duties of a correctional officer in cases related to sexual abuse or harassment. B. Demonstrate knowledge of the Prison Rape Elimination Act (PREA) and the role of correctional staff in enforcing elements of the act. C. Explain the criminal mind and abnormal psychology related to sexual abuse and rape	A. ●	B. ■ C. ■	
FA-LWCR05 <i>Evaluate the correctional environment for signs of potential problems and/or danger</i>	A. Be knowledgeable of and practice the strategies used to manage conflict and anger including de-escalation B. Maintain a keen awareness of the surrounding environment (e.g., apply observation techniques, identify signs of potential problems and/or danger) C. Use visual and vocal cues to interpret information received from body language, eye movement, voice tone, and voice inflection	A. ●	B. ■	C. ▲

Code and Knowledge and Skill Statement	Suggested Performance Indicators	Foundational	Intermediate	Advanced
FA-LWCR06 <i>Analyze the impact of federal, state, and local laws on correctional facilities</i>	A. Demonstrate ability to make use of crisis intervention techniques for youth in custody, justice-involved, or returning citizens B. Explain how to report violations of individual rights in writing to the proper authorities C. Demonstrate an understanding of the applicable laws and regulations (e.g., Equal Employment Opportunity, American with Disabilities Act). D. List precautions a correctional officer must consider (e.g., during a search, when escorting prisoners across environments, when working with hazardous materials or contaminated objects) E. Model behaviors that demonstrate knowledge of the potential special needs of youth in custody, justice-involved, or returning citizens	A. ●	B. ■	C. ▲ D. ▲ E. ▲
FA-LWCR07 <i>Describe the legal, regulatory and organizational guidelines governing the correction services</i>	A. State and explain the primary goal of the Oregon corrections system i.e., rehabilitation from day 1 B. List the steps an adult or youth in custody takes through the system C. Analyze prisoner re-entry programs and their effect on communities and those re-entering society	A. ● B. ●		C. ▲

Emergency Fire Management Services Focus Area Knowledge and Skill Statements with Suggested Performance Indicators




-  **Foundational** - Basic skills that **should be taught** within high school or, if not feasible, at a partnering college
 **Intermediate** - Advanced skills **encouraged to be taught** within high school, with some offered at a partnering college
 **Advanced** - Highly technical skills that **may be taught** within high school, with most offered at a partnering college









Code and Knowledge and Skill Statement	Suggested Performance Indicators	Foundational	Intermediate	Advanced
FA-LWEF01 <i>Execute protocols for handling emergency situations that range from minor medical and fire emergencies to area-wide incidents</i>	A. Demonstrate basic emergency response knowledge and skills B. Apply knowledge of emergency response with training subjects C. Participate in training and continuing education efforts commonly used to enhance skills necessary to perform effectively in emergency response situations	A.  B.  C. 		
FA-LWEF02 <i>Demonstrate an understanding of how to manage an incident scene as the first responder using emergency response skills</i>	A. Explain where to obtain and how to use resources to solve emergency problems B. Recognize, interpret, and overcome obstacles C. Describe how to recognize and respond appropriately to hazardous materials incidents D. Describe how to execute protocols in emergency management response when working with an on-scene accident E. Identify types and procedures for entrapment and extraction	A.  B. 	C.  D.  E. 	

Code and Knowledge and Skill Statement	Suggested Performance Indicators	Foundational	Intermediate	Advanced
FA-LWEF03 <i>Demonstrate an understanding of the objectives and a commitment to the mission of emergency and fire management services</i>	A. Participate in training courses that prepare for emergency incidents B. Practice response procedures used to respond to small and catastrophic emergency incidents C. Achieve passing scores on written and performance evaluations. D. Show a working knowledge of mitigation techniques E. Document training and equipment checks	A. ● B. ● C. ●	D. ■ E. ■	
FA-LWEF04 <i>Execute safety procedures and protocols associated with local, state, and federal regulations</i>	A. Evaluate emergency situations and select procedures that reduce personal safety risks B. Seek assistance from more experienced personnel in emergency situations that are unfamiliar C. State local, state, and federal regulations pertaining to safety issues D. Use correct reporting procedures when safety regulations are not followed E. Train on medical, fire, environmental, technological, or other situations where hazardous materials are present	A. ● B. ● C. ● D. ●	E. ■	
FA-LWEF05 <i>Demonstrate the use and various applications of the equipment commonly used in emergency and fire management services</i>	A. Possess basic knowledge of emergency equipment and its use B. Perform preventive maintenance and mitigation techniques C. Carry out a maintenance plan schedule to keep equipment operational	A. ●	B. ■ C. ■	

Code and Knowledge and Skill Statement	Suggested Performance Indicators	Foundational	Intermediate	Advanced
FA-LWEF06 <i>Implement an appropriate Incident Command System to effectively manage an incident scene</i>	A. Identify appropriate gear B. Analyze fire scene for possible approaches C. Identify each piece of equipment used D. Fill out reports E. List components of a special operations unit	A. ● B. ●	C. ■ D. ■ E. ■	
FA-LWEF07 <i>Analyze the key functions and techniques of critical infrastructure protection in cases of terrorism and/or natural disasters</i>	A. Demonstrate an understanding of critical infrastructure (e.g., relevant sectors, concepts of protection, how the crippling of one infrastructure might affect others) B. Explain the role of a secondary device when positioning to mitigate an incident and when approaching a scene C. Identify one or more potential targets of terrorists in the community or region and protection tactics D. Identify one or more potential targets of natural disasters in the community or region and protection tactics		A. ■ B. ■ C. ■ D. ■	















Law Enforcement Services Focus Area Knowledge and Skill Statements with Suggested Performance Indicators






-  **Foundational** - Basic skills that ***should be taught*** within high school or, if not feasible, at a partnering college
 **Intermediate** - Advanced skills ***encouraged to be taught*** within high school, with some offered at a partnering college
 **Advanced** - Highly technical skills that ***may be taught*** within high school, with most offered at a partnering college

Code and Knowledge and Skill Statement	Suggested Performance Indicators	Foundational	Intermediate	Advanced
FA-LWLE01 <i>Demonstrate effective communication skills (e.g., writing, speaking, listening and nonverbal communication) required in law enforcement</i>	A. Demonstrate active listening skills B. Interpret expressions and gestures observed in both verbal and non-verbal communication (e.g., eye contact, facial expressions, and body positioning) C. Interpret voice, tone, pitch, delivery, and wording to interpret verbal communication D. Analyze messages based on the combination of pitch, tone, and wording E. Provide correct feedback to sender/message received F. Prepare a coherent, focused, and well-written incident report G. Describe the differences between an initial report, a continuation report, and a supplemental report H. List questions or concepts that should be answered when preparing field notes (i.e., what, where, when, why)	A.  B.  C. 	D.  E.  F.  G.  H. 	

Code and Knowledge and Skill Statement	Suggested Performance Indicators	Foundational	Intermediate	Advanced
FA-LWLE02 <i>Utilize anger and conflict management strategies to resolve problems in law enforcement settings</i>	A. Describe how body language plays a role in interacting with others B. Be knowledgeable of and practice the strategies used to manage conflict and anger including de-escalation C. Distinguish between passive, aggressive, and assertive behavior D. Use communication strategies to deal with different categories of difficult people E. Model effective conflict management skills during role-play law enforcement scenarios F. Demonstrate effective conflict management skills when interacting with classmates G. Identify factors that can contribute to a person's hostility H. Identify personal style of dealing with conflict	A. ● B. ● C. ● D. ● E. ●	F. ■ G. ■ H. ■	

Code and Knowledge and Skill Statement	Suggested Performance Indicators	Foundational	Intermediate	Advanced
FA-LWLE03 <i>Execute established procedures to avoid the violation of the rights guaranteed by the First, Fourth, Fifth, Sixth, Eighth, and Fourteenth Amendments</i>	A. State the types of force and determine the appropriate one to use when dealing with deadly and non-deadly force situations B. Describe the effects of the First Amendment on law enforcement. C. Describe trial, jury, and due process rights and processes D. List the four Miranda Warning requirements and the additional requirements for youth in custody, justice-involved individuals, and witnesses E. Explain how individuals, groups, and society are protected by constitutional laws and decisions of local, state, and federal courts including the Supreme Court F. Identify the criminal and civil consequences an officer may face by violating a citizen's constitutional right G. Exhibit an understanding of and adherence to 4th Amendment concerns in the area of search and seizure issues and probable cause and how to establish probable cause H. Demonstrate an understanding of arrest situations (e.g., arrest warrants, obtaining one, powers of the police and rights of the individual, constitutional rights, arrests without a warrant, citizen detention) I. Exhibit an understanding of interrogation processes and legal considerations (e.g., adherence to the rights of an individual being interrogated under the 5th and 6th Amendments to ensure due process rights for individuals) J. Explain the scope of lawful warrantless searches (consent search, search of a premises, vehicles, search based on exigent circumstances, and plain view search) K. Summarize the concepts and uses of equal protection of the law L. Discuss the three sources of law M. Define equality and discrimination and list the five constitutional amendments involving equality concepts and laws N. Summarize the forms of individual protection related to search and seizure granted by the U.S. Constitution O. Discuss precautions an officer must consider during a search P. Describe the limits of government under the 4th Amendment	A. ● B. ● C. ● D. ●	E. ■ F. ■ G. ■ H. ■ I. ■ J. ■ K. ■ L. ■ M. ■ N. ■ O. ■	P. ▲

Code and Knowledge and Skill Statement	Suggested Performance Indicators	Foundational	Intermediate	Advanced
FA-LWLE04 <i>Analyze the impact of federal, state and local laws on law enforcement procedures</i>	A. Summarize key terms, concepts, and protocols for enacting common civil law procedures B. Differentiate among Domestic Violence Protective Orders, Order of No Contact, and Orders to Pick Up Children C. Describe the state and local ordinances and law enforcement procedures to enforce alcohol and beverage control laws D. Identify limits on use of force and entry to private property during civil process service E. Demonstrate an understanding of the civil and criminal justice systems (e.g., issues, concerns, problems, legal perspectives and characteristics, impacts on law enforcement services) F. Describe protocols and laws relevant to juvenile victims and youth in custody G. List the rights of victims of crimes and witnesses H. Analyze the similarities, differences, and interactions between the state and federal court systems I. Demonstrate an understanding of the court experience (e.g., preparation, testimony, cross-examination, contacting witnesses) J. Understand the procedures involved in basic civil law enforcement procedures in order to serve writs, warrants, and summons		A.  B.  C.  D.  E.  F.  G.  H.  I.  J. 	
FA-LWLE05 <i>Manage crime and loss prevention programs in collaboration with the community</i>	A. Conduct a crime analysis of a given situation or area B. Explain the role of citizens in crime prevention activities C. Define community-oriented policing, the roles and duties of and the skills needed to be a successful community-oriented police officer D. Plan crime prevention techniques to remove or reduce crime risks		A.  B.  C.  D. 	

Code and Knowledge and Skill Statement	Suggested Performance Indicators	Foundational	Intermediate	Advanced
FA-LWLE06 <i>Demonstrate the procedures to properly protect, document, and process the crime scene and all related evidence</i>	A. Document wounds and injuries with a basic initial interpretation of wounds and cause of death B. Describe how to process a crime scene		A.  B. 	
FA-LWLE07 <i>Describe the behavioral symptoms of drug use and the inherent dangers associated with handling dangerous drugs</i>	A. Describe the effects of and methods to consume illicit drugs B. Summarize the characteristics and effects of and procedures for handling “club drugs” such as, but not limited to, MDMA (Ecstasy), GHB (gamma hydroxybutyrate), Rohypnol, Ketamine, and Methamphetamine C. List precautions to take regarding illicit drug laboratories and officer safety D. List specialized equipment and aids, including Personal Protective Equipment, utilized in drug investigations		A.  B.  C.  D. 