Massachusetts Career Technical Education

Criminal Justice Framework

2014

DESE is in the process of updating all CTE Frameworks. This framework was adopted in 2014. More information about the process to update frameworks will be provided in DESE’s CCTE Newsletter.

# [Strand 2: Technical Knowledge and Skills](#_bookmark0)

###### Criminal Justice Health and Safety Skills

* + 1. Demonstrate physical fitness, health and police safety.
       1. Explain the importance of good health and physical conditioning as it relates to law enforcement.
       2. Prepare and follow a personalized physical fitness regimen, including daily physical training.
       3. Obtain CPR certification
       4. Obtain First Aid certification.
       5. Demonstrate and use defensive safety strategies.
       6. Define the “Proper Use of Force.”
       7. Explain the Firearms Classification System.
       8. Describe the role of the first responder.
       9. Outline the mediation process and the role of the mediator.

2.A.01.10 Identify and manage hazards at a crime scene.

* + 1. Performance Examples:
       - Students will participate in daily physical readiness training and maintain a log of progress toward goals.
       - Students will monitor and record one’s own heart rate during cardiovascular training.
       - Students will lower body fat to muscle ratio measured by a pre/post test
       - Students will increase strength measured by a pre/post test.
       - Students will evaluate levels of physical threat/harm to self and others.
       - Students will participate in defensive tactics training.
       - Students will maintain a daily self assessment journal.

###### The Trial Court System and Constitutional and Criminal Law

* + 1. Explain the trial court system.
       1. Create a diagram of the tiered Federal trial court system.
       2. Create a diagram of the tiered State trial court system.
       3. Distinguish between Subject Matter Jurisdiction and the jurisdiction of the person.
       4. Apply personal and subject matter jurisdiction to determine if jurisdiction standards have been met.
       5. Describe the duties of the prosecuting and defense attorney.
       6. Describe the duties of the court officer.
       7. Describe the role of a probation officer.
       8. Explain the Restorative Justice model.
       9. Summarize the role of Victim Witness Advocate.
    2. Performance Examples:
       - Students will determine subject matter and personal jurisdiction by case analysis
       - Students will research and report on the different employment opportunities in the trial court system.
       - Students will research in professional journals the compensation rate and benefits package of court employees. Report your findings through a well document paper.
       - Students will diagram the tiered Federal Court System.
       - Students will diagram the tiered State Court System.
       - Students will participate in moot court and prepare a summary of your role.
    3. Describe criminal procedure and trial procedure.
       1. Describe the magistrate’s hearing process.
       2. Identify all components of a summons.
       3. Describe the process of arrest and arraignment.
       4. Describe standards of bail and bail requirements.
       5. Explain the elements of pretrial release.
       6. Explain the elements of a pretrial hearing and a motion hearing.
       7. Describe the role that the judge plays in various stages of the criminal justice process.
       8. Describe the role of a jury.
       9. Compare and contrast the differences between judge and jury trials.

2.B.02.10 Explain the criminal justice system model.

2.B.02 Performance Examples:

* Students will participate in all aspects of the Youth Court and will conduct hearings.
* Students will participate in Moot Court and will present a mock trial.
* Students will evaluate a criminal case from the summons stage through the jury trial stage.
* Students will research the structure of a jury and report on the findings.
* Students will research and compare bail requirements on the state and federal level
* Students will diagram a criminal case from the complaint through the trial stage.
  + 1. Explain the fundamentals of constitutional law.
       1. Explain the protections and limitations of the First Amendment of the United States Constitution.
       2. Explain the protections and limitations of the Fourth Amendment of the United States Constitution.
       3. Explain the protections and limitations of the Fifth Amendment of the United States Constitution.
       4. Explain the protections and limitations of the Sixth Amendment of the United States Constitution.
       5. Explain the protections and limitations of the Eighth Amendment of the United States Constitution.
       6. Explain the protections and limitations of the Thirteenth Amendment of the United States Constitution.
       7. Explain the protections and limitations of the Fourteenth Amendment of the United States Constitution.
       8. Explain the protections and limitations of the Fifteenth Amendment of the United States Constitution.
       9. Explain the protections and limitations of the Massachusetts Declaration of Rights Article I.
       10. Explain the protections and limitations of the Massachusetts Declaration of Rights Article II.
       11. Explain the protections and limitations of the Massachusetts Declaration of Rights Article III.
       12. Explain the protections and limitations of the Massachusetts Declaration of Rights Article IV.
       13. Explain the protections and limitations of the Massachusetts Declaration of Rights Article V.
       14. Explain the protections and limitations of the Massachusetts Declaration of Rights Article X.
       15. Explain the protections and limitations of the Massachusetts Declaration of Rights Article XI.
       16. Explain the protections and limitations of the Massachusetts Declaration of Rights Article XII.
       17. Explain the protections and limitations of the Massachusetts Declaration of Rights Article XIII.
       18. Explain the protections and limitations of the Massachusetts Declaration of Rights Article XIV.
       19. Explain the protections and limitations of the Massachusetts Declaration of Rights Article XV.
       20. Explain the protections and limitations of the Massachusetts Declaration of Rights Article XVI.
       21. Explain the protections and limitations of the Massachusetts Declaration of Rights Article XVIII.
       22. Explain the protections and limitations of the Massachusetts Declaration of Rights Article XXIV.
       23. Explain the protections and limitations of the Massachusetts Declaration of Rights Article XXVI.

2.B.03 Performance Examples:

Students will research the United States and Massachusetts Constitution and select an amendment:

* Use case analysis to explain applicable amendment of the United States Constitution.
* Use case analysis to explain applicable amendment of the Massachusetts Constitution.
* Apply moot court cases to the United States and Massachusetts Constitution.
  + 1. Apply trial procedures.
       1. Describe the Federal Rules of Evidence.
       2. Describe the Massachusetts Rules of Evidence.
       3. Compare and contrast the Federal and Massachusetts Rules of Evidence.
       4. Apply the Federal Rules of Evidence in a trial setting.
       5. Apply the Massachusetts Rules of Evidence in a trial setting.
       6. Explain the role of youth court in the juvenile justice system.
       7. Examine and explain the three approaches to juvenile crime.
       8. Apply the principles of restorative justice to case disposition.
       9. Explain the Restorative Justice model.
       10. Develop and apply the relationship of case investigation and witness interviews.
       11. Apply principles of case investigation and witness interviews.
       12. Apply principles of case analysis.
       13. Explain and demonstrate the trial process.
       14. Explain and demonstrate an opening statement.
       15. Explain and demonstrate a closing statement.
       16. Explain and demonstrate direct and cross examination.
       17. Develop basic skills needed to question witnesses during a hearing.

2.B.04 Performance Examples:

* Students will research the Federal and the Massachusetts Rules of Evidence and identify evidentiary issues in selected case studies.
* Students will discuss testimonial evidence as it applies to hearsay and apply rules in a mock trial setting.
* Students will identify exceptions to the hearsay rule.
* Students will apply appropriate rules of opinion and expert testimony in a mock trial setting.
* Students will attend State and Federal Court sessions and discuss testimonial evidence.
* Students will participate in Youth Court proceedings as a lawyer or court room personnel.
* Prepare a brief report summarizing your role.
* Students will prepare and deliver opening and closing statements based on facts of a case.
* Students will use critical thinking skills to analyze and articulate facts in a courtroom.
* Students will conduct direct and cross examination of witnesses and clients in a court room setting.
  + 1. Analyze elements of civil infractions and criminal law.
       1. Describe the differences between city ordinances, civil infractions and a criminal law violation.
       2. Explain the differences between felonies and misdemeanor crimes.
       3. Apply elements of a crime to determine if a law has been violated.
       4. Apply Mens Rea and Actus Reus to determine if elements of a crime have been committed.

2.B.05 Performance Examples:

* Students will analyze facts to determine what crimes have been committed.
* Students will identify and explain the Mens Rea and Actus Rea of selected statues..

###### Investigative and Police Procedures

* + 1. Demonstrate knowledge of police procedures and write investigative reports.
       1. Produce accurate field notes.
       2. Identify the types of reports.
       3. Define the uses and purposes of reports.
       4. Define the qualities of a good report.
       5. Identify the steps of the report writing process.
       6. Define chronological order.
       7. Identify the appropriate use of first versus third person reporting.
       8. Explain the differences of probable cause and reasonable suspicion.
       9. Explain how evidence is an important part of the judicial system.
       10. Apply specific facts to determine whether probable cause or reasonable suspicion standards have been met.
       11. Describe the standards and procedures of obtaining a warrant.
    2. Performance Examples:
       - Students will create a report using proper format to be used as work sample in the student’s portfolio.
       - Students will create a writing sample using active and passive voice.
       - Students will apply for a mock search warrant which can be used as a work sample.
    3. Explain and demonstrate procedures used in investigating and processing crime scenes.
       1. Describe the role of a crime scene investigator.
       2. Demonstrate the appropriate protocol when processing a crime scene.
       3. Explain crime scene interpretation.
       4. Document information at a crime scene.
       5. Define crime scene perspective.
       6. Interpret information from a crime scene perspective.
       7. Define three-dimensional documentation in crime scene investigation.
       8. Apply three-dimensional documentation in a crime scene.
       9. List basic equipment needed for a crime scene investigation.
       10. Demonstrate the use of crime scene equipment.
       11. Define the three parts of crime scene response guidelines.
       12. Describe the personal responsibilities and duties of a crime scene responder.
       13. Explain the steps of protecting a crime scene.
       14. Demonstrate the organizational and procedural skills for search operations.
       15. Explain the documentation procedures of a crime scene.
       16. Explain the importance of preserving and destruction of crime scene evidence.
       17. Maintain the integrity of a crime scene.
       18. Demonstrate collection of evidence at a crime scene.
       19. Describe collection of footwear evidence.
       20. Lift latent footwear impressions.
       21. Define the dead body checklist.
       22. Describe the collection and processing of fingerprint evidence left at a crime scene.
       23. Explain DNA collecting techniques.
       24. Accurately tag and label evidence.
       25. Examine and document a crime scene according to current professional standards.
       26. Describe and apply collection standards.
       27. Identify the special considerations for sexual assault evidence.
       28. Identify the special considerations for collecting and preserving blood evidence.
       29. Develop strategies to assist the family of a victim.

2.C.02 Performance Examples:

* Students will participate in a crime scene scenario using accepted professional protocol.
* Students will use crime scene equipment to document evidence found at a crime scene.
* Students will tag and process evidence in accordance with safety rules and chain of custody requirements.
* Students will work as a team to evaluate a crime scene scenario.
* Students will diagram a crime scene scenario.
* Students will create a crime scene notebook to be used in the student’s portfolio.
  + 1. Identify and explain ethics and diversity issues as they pertain to the law and community policing.
       1. Identify and describe ethical issues pertaining to the law.
       2. Identify and avoid conflict of interest issues.
       3. Identify shared identities through cultures, beliefs, values, arts and behaviors.
       4. Identify shared identities through language, communications, dress and appearance.
       5. Identify the roots of community policing.
       6. Explain the history of community policing.
       7. Identify the values of community policing.
       8. Describe the implications of community policing.

2.C.03 Performance Examples:

* Students will develop apply critical thinking skills to make ethical decisions.
* Students will use hypothetical cases to describe personal actions and moral decision making.
* Students will demonstrate the ability to make responsible decisions, define culture and recognize cultural impact on the community.
* Students will apply the SARA Model (scan, analyze, respond and assess) to various scenarios.
  + 1. Perform interviewing and other communication techniques.
       1. Conduct one-on-one interviews.
       2. Describe and apply the T funnel interview style.
       3. Conduct interviews using open and closed ended questions.
       4. Identify signs of non-verbal body communication.

2.C.04 Performance Examples:

* Students will develop interview witnesses and clients using the T funnel method.
* Students will use both open and closed questions to gather information in an investigation.
* Students will prepare notes while interviewing witnesses and clients.
* Students will demonstrate active listening skills.
  + 1. Describe police field procedures.
       1. Describe the process of a Motor Vehicle Stop.
       2. Describe and explain the “Plain View Doctrine.”
       3. Describe the theory of inventory search.
       4. Identify furtive gestures.
       5. Distinguish between probable cause and reasonable suspicion.

2.C.05 Performance Examples:

* Students will research motor vehicle loss to determine course of action in motor vehicle stop scenarios.
* Students will apply applicable law to case scenarios to determine course of action in motor vehicle stops.
* Students will use critical thinking skills to analyze safety/risk assessments during motor vehicle stop scenarios.
  + 1. Use military time and phonetic alphabet.
       1. Read and interpret the phonetic alphabet.
       2. Read and interpret military time.

2.C.06 Performance Examples:

* Students will use military time on logs and reports.
* Students will use the police scanner to decode the usage of phonetic communications.
* Students will read license plates using the phonetic alphabet.
  + 1. Demonstrate private investigation techniques.
       1. Describe the role of a private investigator.
       2. List the minimum requirements to obtain a Private Investigators license.
       3. Describe the working relationship between the private investigator and his/her client.
       4. Explain the best ways to gather information.
       5. Gather information by applying the public records law.
       6. Perform a mock interview with an acting witness.
       7. Explain the various types of investigations required by a client.
       8. Write an investigation report.
       9. Describe procedures used to release information documents with clients.
       10. Use a public records request to gather information needed for an investigation.
       11. Describe how public records are used in the court system.
       12. Describe how public records are found at the registry of deeds.
       13. Describe how public records are found at city and town halls.

2.C.07 Performance Examples:

* Students will participate in and summarize a discussion with a private investigator.
* Students will research minimum requirements of obtaining a private investigators license.
* Students will research and list sources where public records can be found.
* Students will draft releases and requests to obtain information both public and private.
* Students will visit the registry of deeds to research documents.

###### Electronic Communications Issues

* + 1. Explain the legal considerations of electronic communications.
       1. Explain the importance of protecting personal information to avoid identity theft.
       2. Identify the characteristics of a cyber predator.
       3. Develop and list strategies to protect against cyber predators.
       4. Apply strategies to protect against cyber predators.
       5. Identify the characteristics of a cyber bully.
       6. Develop and list strategies to protect against Internet bullying.
       7. Apply strategies to protect against Internet bullying.
    2. Performance Examples:
       - Students will participate in peer to peer educational meetings to promote safe technology use.
       - Students will write lesson plans, skits and public service announcements to promote safe technology use.
       - Students will obtain Internet Safety Mentor certification.

# [Strand 3: Embedded Academics](#_bookmark0)

### [Embedded English Language Arts and Literacy](#_bookmark0)

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| CTE  Learning Standard Number | Strand Coding Designation Grades ELAs  Learning Standard Number | Text of English Language Arts Learning Standard |
| 2.B.01 | (WHST)8 | Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance  on any one source and following a standard format for citation.  Performance Example: Student will research, prepare, and present a paper on the history of the Massachusetts Trial Court and the importance of the system in the administration and enforcement of the law in our state. |
| 2.C.01 | Writing 9-12 #4 | 4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)  Performance Example: Students will prepare a clear and coherent written investigative report demonstrating the use of appropriate police procedures, relevant data and accurate field notes. |
| 2.B.01  2.B.02  2.B.03  2.C.01  2.C.02  2.C.03 | Writing 9-12 #1 a-e | Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.   1. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence. 2. Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience’s knowledge level, concerns, values, and possible biases. 3. Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. 4. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. 5. Provide a concluding statement or section that follows from and supports the argument presented.   Performance Example: Students will analyze a crime scenario to determine whether probably cause or reasonable  suspicion standards have been met, and present their findings in well-organized, objective writing. |
| 2.B.02  2.B.03  2.C.02 | Speaking 9-10 #3, 4, 6 | 3. Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.  4. Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task  6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.  Performance Example: Students will participate in a Moot Court and will present information, findings, and supporting evidence in a mock trial. |
| 2A – 2E | WHST 9-10 #2 a-b  Writing Grades 11-12 #1  Speaking 9-10 #4 | 1. Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.    1. Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.    2. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic.   1. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.  4. Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task  Performance Example: Students will create a crime scene notebook explaining the proper procedures in investigating and processing a crime scene. Some entries will be one time reflective experience based entries. Some entries will be over a longer duration such as components to a research study including background information, data collection, and analysis. |
| 2E | WHST 11-12 #6 | 6. Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.   1. Performance Example: Students will work as part of a cooperative team to prepare one lesson plan and one public service announcement to promote safe technology use. |
| 2.D.01  2.C.07 | RI Grades 11-12 #1 | 1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn  from the text, including determining where the text leaves matters uncertain.  Performance Example: Students will select an article that relates to case investigation and witness interviews, and create an open response question that aligns to the article, including what it directly states and what is inferred and or left uncertain. |
| 2.B.04 | W2 a-b | 1. Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.    1. Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.    2. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or   other information and examples appropriate to the audiences knowledge of the topic.  Performance Example: Using a selected case study, students will apply the Massachusetts Rules of Evidence and write an informative/explanatory essay that includes a well-developed topic using facts, definitions, and concrete details and quotations as examples for clarification. |

### [Embedded Mathematics](#_bookmark0)

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| CTE  Learning Standard Number | Math Content Conceptual Category and Domain Code Learning Standard Number | | Text of Mathematics Learning Standard |
| 2A.01 | 6.RP1 N.Q.1 | | Understand the concept of a ratio & use ratio language to describe a ratio relationship between two quantities.  Use units as a way to understand problems and to guide the solution of multi-step problems; choose and interpret units consistently in formulas; choose and interpret the scale and the origin in graphs and  data displays.  Performance Example: Students will record, monitor and compare the weekly body fat-to-muscle ratio of a family member over a month and determine body fat-to-muscle gain or loss for the month and prepare a presentation that includes graphs and data displays. |
| 2.C.02 | 4.G.3  7.RP.1  4. MD (Measurement and Data) | Recognize a line of symmetry for a two dimensional figure as a line across the figure such that the figure can be folded along the line into matching parts. Identify line-symmetric figures and draw lines of symmetry.  Compute unit rates associated with ratios of fractions, including ratios of lengths, areas, and other quantities measured in like or different units.  Solve problems involving measurement and conversion of measurements from a larger unit to a smaller unit.  Represent and interpret data.  Geometric measurement: Understand concepts of angle and measure angles.  Performance Example: Students will use symmetry and proportion to identify and apply the principles of three-  dimensional documentation in a crime scene investigation. | |
| 2.C.02 | G-CO.3  G-GPE.6  G-CO.9  4. MD (Measurement and Data) | Know precise definitions of angle, circle, perpendicular line, parallel line, and line segment, based on the undefined notions of point, line, distance along a line, and distance around a circular arc.  Find the point on a directed line segment between two given points that partitions the segment in a given ratio.  Prove theorems about lines and angles. *Theorems include: vertical angles are congruent; when a transversal crosses parallel lines, alternate interior angles are congruent and corresponding angles are congruent; points on a perpendicular bisector of a line segment are exactly those equidistant from the segment’s endpoints.*  Solve problems involving measurement and conversion of measurements from a larger unit to a smaller unit.  Represent and interpret data.  Geometric measurement: Understand concepts of angle and measure angles.  Performance Example: Students will review a motor vehicle crash scenario, analyze skid marks and use precision measurements to calculate the direct distance from the point of striking impact to where the vehicle landed. | |
| 2.C.01 | 7.SP  S-IC.3, 4, 5, 6. | Use random sampling to draw inferences about a population.   1. Understand that statistics can be used to gain information about a population by examining a sample of the population; generalizations about a population from a sample are valid only if the sample is representative of that population. Understand that random sampling tends to produce representative samples and support valid inferences. 2. Use data from a random sample to draw inferences about a population with an unknown characteristic of interest. Generate multiple samples (or simulated samples) of the same size to gauge the variation in estimates or predictions.   Recognize the purposes of and differences among sample surveys, experiments, and observational studies; explain how randomization relates to each.   Use data from a sample survey to estimate a population mean or proportion; develop a margin of error through the use of simulation models for random sampling.   Use data from a randomized experiment to compare two treatments; use simulations to decide if differences between parameters are significant.   Evaluate reports based on data.   Performance Example: Students will work in a cooperative group to develop and implement a sample survey to find out where their classmates generally stand with respect to the death penalty; students will prepare a brief  presentation to present their findings. | |

### [Embedded Science and Technology/Engineering](#_bookmark0)

#### [Life Science (Biology)](#_bookmark0)

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| CTE  Learning Standard Number | Subject Area, Topic Heading and  Learning Standard Number | Text of Biology Learning Standard |
| 2.C.02 | Genetics | * 1. Describe the basic structure (double helix, sugar/phosphate backbone, linked by complementary nucleotide pairs) of DNA, and describe its function in genetic inheritance.   2. Describe the basic process of DNA replication and how it relates to the transmission and conservation of the genetic code. Explain the basic processes of transcription and translation, and how they result in the expression of genes. Distinguish among the end products of replication, transcription, and translation.   Performance Example: Students will work in cooperative groupings and use presentation media, such as PowerPoint, to diagram the basis structure of DNA and how the process of DNA replication is applied in criminal investigations. |
| 2.C.02 | 8.SP | 4. Understand that patterns of association can also be seen in bivariate categorical data by displaying frequencies and relative frequencies in a two-way table. Construct and interpret a two-way table summarizing data on two categorical variables collected from the same subjects. Use relative frequencies calculated for rows or columns to describe possible association between the two  variables.   * 1. Performance Example: Students will design and conduct a scientific investigation demonstrating how ratios and proportions can be used to figure out someone’s height based on their footprints. |

#### [Physical Science (Physics)](#_bookmark0)

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| CTE  Learning Standard Number | Subject Area, Topic Heading and  Learning Standard Number | Text of Physics Learning Standard |
| 2.C.02 | Motion and Forces | * 1. Distinguish between displacement, distance, velocity, speed, and acceleration. Solve problems involving displacement, distance, velocity, speed, and constant acceleration.   2. Create and interpret graphs of 1-dimensional motion, such as position vs. time, distance vs. time, speed vs. time,   velocity vs. time, and acceleration vs. time where acceleration is constant.  Performance Example: Students will participate in a speed detection demonstration and research the technology used in radar and lidar. |
| 2.C.02 | Scientific Inquiry Skills (SIS) | SIS2. Design and conduct scientific investigations.   * Employ appropriate methods for accurately and consistently   + making observations   + making and recording measurements at appropriate levels of precision   + collecting data or evidence in an organized way   Performance Example: Students will work as a team to evaluate a crime scene and apply accepted professional protocol in documenting and preserving evidence. |
| 2.D.01 | Scientific Inquiry Skills (SIS) | * Observe the world from a scientific perspective. * Pose questions and form hypotheses based on personal observations, scientific articles, experiments, and knowledge. * Read, interpret, and examine the credibility and validity of scientific claims in different sources of information, such as scientific articles, advertisements, or media stories.   Performance Example: Students will research a local case involving juvenile crime and prepare hypothetical outcomes of the case. |

[*History*](#_bookmark0)

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| CTE  Learning Standard Number | Subject Area, Topic Heading and  Learning Standard Number | Text of History Learning Standard |
| 2.B  2.C  2.D | USG.5.9 | Together with other students, identify a significant public policy issue in the community, gather information about that issue, fairly evaluate the various points of view and competing interests, examine ways of participating in the decision making process about the issue, and draft a position paper on how the issue should be resolved.  Performance Example: Students will work as a team to identify a law that should be changed or a law that needs to be passed and prepare a position paper highlighting their collective view points. |
| 2.B  2.C  2.D | USG.5.10 | Practice civic skills and dispositions by participating in activities such  as simulated public hearings, mock trials, and debates.  Performance Example: Students will work attend committee hearings and legislative sessions to give testimony and assist in passing new legislation. |
| 2.B  2.C | USG.5.7 | Analyze and evaluate decisions about rights of individuals in landmark  cases of the United States Supreme Court such as *Whitney v. California*  (1927), *Stromberg v. California* (1931), *Near v. Minnesota* (1931),  *Brandenburg v. Ohio* (1969), *Texas v. Johnson* (1989), and *Reno v.*  *American Civil Liberties Union* (1997).  Performance Example: Given a crime scene scenario of a landmark case, students will complete a thorough investigation of the facts and prepare a brief synopsis (200–350 words) detailing their findings to be used in a five minute persuasive oral presentation. |

[Industry Recognized Credentials](#_bookmark0) (Licenses and Certifications/Specialty Programs)

National Academies of Emergency Dispatch Certification (911 Dispatch) American Heart Association CPR/AED, First Aid – Adult, Child, Infant FEMA Leadership in Emergency Management Certification

OSHA

Potential Certifications

FEMA Leadership in Emergency Management Train the Trainer ISAFE (Internet/Computer Safety Certification)

Iris Scan Certified Youth Court Certified

ICS 100 Certified (Incident Command System)

NIMS 700 Certified (National Incident Management System)

E-911 Telecommunicator [http://www.mass.gov/eopss/crime-prev-personal-sfty/report-](http://www.mass.gov/eopss/crime-prev-personal-sfty/report-emergency/e911/) [emergency/e911/](http://www.mass.gov/eopss/crime-prev-personal-sfty/report-emergency/e911/)

Accredited Legal Professional (ALP) from NALS…the association for legal professionals