

**Maine Department of Education
Career and Technical Education**

Public Safety: 43.0107
Maine Criminal Justice Academy (MCJA)
Intersections with

Maine College and Career Readiness-English Language Arts Standards

<p style="text-align: center;">Framework, Duties and Tasks</p>	<p style="text-align: center;">English Language Arts- Reading, Writing, Speaking and Listening (CCSS)</p>	<p style="text-align: center;">Demonstration of Proficiency (Possible Evidence, Project, Performance Assessment, Certification etc.)</p>	<p style="text-align: center;">Maine Learning Results- Guiding Principles, and Career and Education Development</p>
<p>1. Police Ethics and Moral Issues</p>			
<p>a. Define the terms ethics and professionalism. b. Identify why the highest ethical and moral standards are necessary for law enforcement officers. c. Define the Law Enforcement Code of Ethics and identify how it relates in terms of actions and performances. d. Identify how immoral conduct by an officer adversely affects the officer in the performance of his official duties. e. Recognize those situations within his/her jurisdiction which may lead him/her to act in an unethical or immoral manner.</p>	<p>RST.4.11-12: Determine the meaning of symbols, key terms, and other domain specific words and phrases as they are used in a specific scientific or technical context relevant to grades 11–12 texts and topics</p> <p>SL.3.11-12: Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.</p> <p>WHST.7.11-12: Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject,</p>	<p>Standardized written testing</p> <p>Testing for college credit (meeting post-secondary school requirements)</p> <p>Practical applications, procedural issues, role playing, instructor/peer critiquing of scenarios</p> <p>Written and verbal projects</p> <p>Writing press releases on current events and live presentation with Q & A</p> <p>(Incident documentation)</p> <p>Individual profiles and research</p>	<p>“Maine Learning Results Guiding Principles Standards” -</p> <p>Clear and effective communicator.</p> <p>A self-directed and lifelong learner.</p> <p>A creative and practical problem solver.</p> <p>A responsible and involved citizen.</p> <p>An integrative and informed thinker.</p>

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	<p>demonstrating understanding of the subject under investigation.</p> <p>WHST.9.11-12: Draw evidence from informational texts to support analysis, reflection, and research.</p>		
2. Police Power, Authority and Discretion			
<p>a. Define what is meant by "police discretion."</p> <p>b. Identify factors which prevent 100 percent enforcement of all laws.</p> <p>c. Identify the relationship between the authority of the police officer and the dictates of the community.</p> <p>d. Identify the factors influencing police discretion and the probable consequences of the use of police authority associated with various violations. For example: The high speed pursuit of a minor traffic violator; the reasonable belief that a private act of fornication has occurred; the reasonable belief that an act of adultery has</p>	<p>RST.4.11-12: Determine the meaning of symbols, key terms, and other domain specific words and phrases as they are used in a specific scientific or technical context relevant to grades 11–12 texts and topics</p> <p>RST.6.11-12: Analyze the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text, identifying important issues that remain unresolved.</p> <p>SL.3.11-12: Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.</p>	<p>Standardized written testing</p> <p>Testing for college credit (meeting post-secondary school requirements)</p> <p>Practical applications, procedural issues, role playing, instructor/peer critiquing of scenarios</p> <p>Written and verbal projects</p> <p>Writing press releases on current events and live presentation with Q & A</p> <p>Incident documentation</p> <p>Individual profiles and research</p>	<p>"Maine Learning Results Guiding Principles Standards" -</p> <p>Clear and effective communicator.</p> <p>A self-directed and lifelong learner.</p> <p>A creative and practical problem solver.</p> <p>A responsible and involved citizen.</p> <p>An integrative and informed thinker.</p>

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<p>occurred; the sidewalk solicitation of a physically handicapped person.</p> <p>e. Identify the possible alternatives to arrest in each of the situations listed above, which may be accepted as proper peace officer action.</p>	<p>SL.4.11-12: Present information, findings, and supporting evidence such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks</p> <p>WHST.4.11-12: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>WHST.7.11-12: Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</p>		
3. Maine Criminal Law			
<p>a. Define: Criminal Law, crime; difference between civil and criminal; proof beyond a reasonable doubt;</p>	<p>RST.1.11-12: Cite specific textual evidence to support analysis of science and technical texts, attending to important distinctions</p>	<p>Standardized written testing</p> <p>Testing for college credit (meeting post-secondary</p>	<p>“Maine Learning Results Guiding Principles Standards” - Clear and effective</p>

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<p>preponderance of evidence; affirmative defense; elements of the crime.</p> <p>b. Recognize circumstances which fall within the territorial jurisdiction of the state.</p> <p>c. Define: Act; omission; possession.</p> <p>d. Define: Intentionally; knowingly; recklessly; criminal negligence.</p> <p>e. Recognize the circumstances which constitute an offense against the person.</p> <p>f. Recognize the circumstances which constitute a sex offense.</p> <p>g. Recognize circumstances which constitute a theft offense.</p> <p>h. Recognize circumstances which constitute a kidnapping or restraint offense.</p> <p>i. Recognize circumstances which constitute a burglary or criminal trespass offense.</p> <p>j. Recognize circumstances</p>	<p>the author makes and to any gaps or inconsistencies in the account.</p> <p>RST.4.11-12: Determine the meaning of symbols, key terms, and other domain specific words and phrases as they are used in a specific scientific or technical context relevant to grades 11–12 texts and topics</p> <p>SL.4.11-12: Present information, findings, and supporting evidence such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.</p> <p>WHST.2.11-12: Write informative/ explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.</p> <p>a. Introduce a topic and organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole;</p>	<p>school requirements)</p> <p>Practical applications, procedural issues, role playing, instructor/peer critiquing of scenarios</p> <p>Written and verbal projects</p> <p>Writing press releases on current events and live presentation with Q & A</p> <p>(Incident documentation)</p> <p>Individual profiles and research</p>	<p>communicator.</p> <p>A self-directed and lifelong learner.</p> <p>A creative and practical problem solver.</p> <p>A responsible and involved citizen.</p> <p>An integrative and informed thinker.</p>

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<p>which constitute the following offenses against the public order: Disorderly conduct; failure to disperse; riot; unlawful assembly; harassment.</p> <p>k. Recognize the circumstances which constitute robbery.</p> <p>l. Recognize the circumstances which constitute the following offenses against public administration: Obstructing government administration; assault on an officer; hindering an escape.</p> <p>m. Recognize circumstances which constitute arson or property destruction.</p> <p>n. Recognize circumstances which constitute weapons violations.</p> <p>o. Recognize circumstances which constitute unlawful trafficking, furnishing and possession of drugs.</p> <p>p. Distinguish between the Civil Law and Criminal Law.</p> <p>q. Recognize General Sentencing Provisions.</p>	<p>include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.</p> <p>b. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.</p> <p>c. Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.</p> <p>d. Use precise language, domain-specific vocabulary and techniques such as metaphor, simile, and analogy to manage the complexity of the topic; convey a knowledgeable stance in a style that responds to the discipline and context as well as to the expertise of likely readers.</p> <p>e. Provide a concluding statement or section that follows from and supports the information or explanation provided (e.g., articulating implications or the significance of the topic).</p>		

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	<p>WHST.7.11-12: Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</p>		
4. Maine Motor Vehicle Law			
<ul style="list-style-type: none"> a. Define moving violations in the Maine Motor Vehicle Laws. b. Define equipment requirements of the Maine Motor Vehicle Laws. c. Identify violations concerning status of driver's license. d. Define legal requirements pertaining to disposition of traffic violation offenses. e. Demonstrate proper method to complete Violation Summons and Complaint. f. Define laws related to child safety seats. g. Define laws related to mandatory insurance. 	<p>RST.1.11-12: Cite specific textual evidence to support analysis of science and technical texts, attending to important distinctions the author makes and to any gaps or inconsistencies in the account.</p> <p>RST.4.11-12: Determine the meaning of symbols, key terms, and other domain specific words and phrases as they are used in a specific scientific or technical context relevant to grades 11–12 texts and topics</p> <p>SL.4.11-12: Present information, findings, and supporting evidence such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the</p>	<p>Standardized written testing</p> <p>Testing for college credit (meeting post-secondary school requirements)</p> <p>Practical applications, procedural issues, role playing, instructor/peer critiquing of scenarios</p> <p>Written and verbal projects</p> <p>Writing press releases on current events and live presentation with Q & A</p> <p>(Incident documentation)</p> <p>Individual profiles and</p>	<p>“Maine Learning Results Guiding Principles Standards” -</p> <ul style="list-style-type: none"> Clear and effective communicator. A self-directed and lifelong learner. A creative and practical problem solver. A responsible and involved citizen. An integrative and informed thinker.

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	<p>organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.</p> <p>WHST.2.11-12: Write informative/ explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.</p> <p>a. Introduce a topic and organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.</p> <p>b. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.</p> <p>c. Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.</p>	<p>research</p>	

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	<p>d. Use precise language, domain-specific vocabulary and techniques such as metaphor, simile, and analogy to manage the complexity of the topic; convey a knowledgeable stance in a style that responds to the discipline and context as well as to the expertise of likely readers.</p> <p>e. Provide a concluding statement or section that follows from and supports the information or explanation provided (e.g., articulating implications or the significance of the topic).</p> <p>WHST.7.11-12: Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</p>		
5. Maine Juvenile Law			

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<ul style="list-style-type: none"> a. Define the purpose of the "Juvenile Law". b. Identify the scope of the authority of the Juvenile Court. This will include: Age requirements; circumstances under which a juvenile comes under the jurisdiction of the Juvenile Court. c. Recognize the circumstances under which an officer may take a juvenile into custody. d. Identify the advisement requirements regarding constitutional rights of a juvenile taken into custody. e. Identify the procedural alternatives open to an officer before taking a juvenile into custody. f. Identify each of the juvenile's rights regarding parent notifications and telephone calls, before being placed into detention. g. Identify the requirements pertaining to the segregation of juveniles from other prisoners. 	<p>RST.1.11-12: Cite specific textual evidence to support analysis of science and technical texts, attending to important distinctions the author makes and to any gaps or inconsistencies in the account.</p> <p>RST.2.11-12: Cite specific textual evidence to support analysis of science and technical texts, attending to important distinctions the author makes and to any gaps or inconsistencies in the account.</p> <p>RST.4.11-12: Determine the meaning of symbols, key terms, and other domain specific words and phrases as they are used in a specific scientific or technical context relevant to grades 11–12 texts and topics</p> <p>SL.4.11-12: Present information, findings, and supporting evidence such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.</p>	<p>Standardized written testing</p> <p>Testing for college credit (meeting post-secondary school requirements)</p> <p>Practical applications, procedural issues, role playing, instructor/peer critiquing of scenarios</p> <p>Written and verbal projects</p> <p>Writing press releases on current events and live presentation with Q & A</p> <p>(Incident documentation)</p> <p>Individual profiles and research</p>	<p>“Maine Learning Results Guiding Principles Standards” -</p> <ul style="list-style-type: none"> Clear and effective communicator. A self-directed and lifelong learner. A creative and practical problem solver. A responsible and involved citizen. An integrative and informed thinker.

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<p>h. Recognize the circumstances which warrant placing a child in interim care.</p> <p>i. Identify proper procedures to follow in placing a child in interim care.</p> <p>j. Identify legal restrictions on maintenance of arrest information on juveniles.</p>	<p>WHST.2.11-12: Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.</p> <p>a. Introduce a topic and organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.</p> <p>b. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.</p> <p>c. Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.</p> <p>d. Use precise language, domain-specific vocabulary and techniques such as metaphor, simile, and analogy to manage the complexity of</p>		

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	<p>the topic; convey a knowledgeable stance in a style that responds to the discipline and context as well as to the expertise of likely readers. e. Provide a concluding statement or section that follows from and supports the information or explanation provided (e.g., articulating implications or the significance of the topic).</p> <p>WHST.7.11-12: Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</p>		
6. Maine Liquor Law			
<p>a. Identify the difference between the administrative court and criminal court as it relates to Maine Liquor Enforcement Laws.</p> <p>b. Recognize liquor law violations commonly encountered by law</p>	<p>RST.1.11-12: Cite specific textual evidence to support analysis of science and technical texts, attending to important distinctions the author makes and to any gaps or inconsistencies in the account.</p> <p>RST.4.11-12: Determine the</p>	<p>Standardized written testing</p> <p>Testing for college credit (meeting post-secondary school requirements)</p> <p>Practical applications, procedural issues, role</p>	<p>“Maine Learning Results Guiding Principles Standards” -</p> <p>Clear and effective communicator.</p> <p>A self-directed and lifelong learner.</p> <p>A creative and</p>

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<p>enforcement officers.</p> <p>c. Identify methods to confirm the validity of a Maine Liquor I.D. card.</p> <p>d. Identify procedures to conduct sale to minor investigation.</p>	<p>meaning of symbols, key terms, and other domain specific words and phrases as they are used in a specific scientific or technical context relevant to grades 11–12 texts and topics</p> <p>SL.4.11-12: Present information, findings, and supporting evidence such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.</p> <p>WHST.2.11-12: Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.</p> <p>a. Introduce a topic and organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.</p>	<p>playing, instructor/peer critiquing of scenarios</p> <p>Written and verbal projects</p> <p>Writing press releases on current events and live presentation with Q & A</p> <p>(Incident documentation)</p> <p>Individual profiles and research</p>	<p>practical problem solver.</p> <p>A responsible and involved citizen.</p> <p>An integrative and informed thinker.</p>

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	<p>b. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.</p> <p>c. Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.</p> <p>d. Use precise language, domain-specific vocabulary and techniques such as metaphor, simile, and analogy to manage the complexity of the topic; convey a knowledgeable stance in a style that responds to the discipline and context as well as to the expertise of likely readers.</p> <p>e. Provide a concluding statement or section that follows from and supports the information or explanation provided (e.g., articulating implications or the significance of the topic).</p> <p>WHST.7.11-12: Write informative/ explanatory texts, including the narration of historical events, scientific procedures/ experiments,</p>		

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	<p>or technical processes.</p> <p>a. Introduce a topic and organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.</p> <p>b. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.</p> <p>c. Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.</p> <p>d. Use precise language, domain-specific vocabulary and techniques such as metaphor, simile, and analogy to manage the complexity of the topic; convey a knowledgeable stance in a style that responds to the discipline and context as well as to the expertise of likely readers.</p> <p>e. Provide a concluding statement or</p>		

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	section that follows from and supports the information or explanation provided (e.g., articulating implications or the significance of the topic).Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.		
7. Laws of Arrest			
a. Identify the elements giving rise to probable cause. b. Recognize circumstances when arrest without a warrant is authorized. c. Define arrest warrant. d. Identify procedures to follow up on arrest of suspect. e. Recognize circumstances where a law enforcement officer may release an arrested person. f. Identify requisites of a summons. g. Define reasonable suspicion.	RST.3.11-12: Follow precisely a complex multi-step procedure when carrying out experiments, taking measurements, or performing technical tasks attending to special cases or exceptions defined in the text. RST.4.11-12: Determine the meaning of symbols, key terms, and other domain specific words and phrases as they are used in a specific scientific or technical context relevant to grades 11–12 texts and topics.	Standardized written testing Testing for college credit (meeting post-secondary school requirements) Practical applications, procedural issues, role playing, instructor/peer critiquing of scenarios Written and verbal projects Writing press releases on current events and live presentation with Q & A	“Maine Learning Results Guiding Principles Standards” - Clear and effective communicator. A self-directed and lifelong learner. A creative and practical problem solver. A responsible and involved citizen. An integrative and informed thinker.

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<ul style="list-style-type: none"> h. Define frisk. i. Recognize circumstances when a stop is authorized. j. Define probable cause. k. Recognize circumstances when a frisk is authorized. 	<p>SL.4.11-12: Present information, findings, and supporting evidence such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.</p> <p>WHST.7.11-12: Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</p> <p>WHST.9.11-12: Draw evidence from informational texts to support analysis, reflection, and research.</p>	<p>(Incident documentation)</p> <p>Individual profiles and research</p> <p>Mock arrests w/ transport & bookings</p>	
8. Search and Seizure			
<ul style="list-style-type: none"> a. Define Exclusionary Rule and identify the Rule's effect on the law enforcement function. b. Define probable cause. c. Define contraband. 	<p>RST.2.11-12: Determine the central ideas or conclusions of a text; summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms.</p>	<p>Standardized written testing</p> <p>Testing for college credit (meeting post-secondary school requirements)</p>	<p>“Maine Learning Results Guiding Principles Standards” - Clear and effective communicator. A self-directed and</p>

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<p>d. Recognize circumstances constituting plain view.</p> <p>e. Recognize circumstances when impoundment and inventory of property is authorized.</p> <p>f. Recognize circumstances when search of premises in hot pursuit is authorized.</p> <p>g. Identify procedures for conducting search of premises in hot pursuit.</p> <p>h. Recognize circumstances when an exigent search is authorized.</p> <p>i. Identify the procedure for conducting an emergency search.</p> <p>j. Recognize circumstances when consent search is authorized.</p> <p>k. Identify procedures for conducting consent searches.</p> <p>l. Recognize circumstances when search incident to arrest is authorized.</p> <p>m. Identify procedures for conducting a search incident to arrest.</p> <p>n. Recognize circumstances</p>	<p>RST.3.11-12: Cite specific textual evidence to support analysis of science and technical texts, attending to important distinctions the author makes and to any gaps or inconsistencies in the account.</p> <p>SL.3.11-12: Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.</p> <p>SL.4.11-12: Present information, findings, and supporting evidence such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks</p> <p>WHST.5.11-12: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and</p>	<p>Practical applications, procedural issues, role playing, instructor/peer critiquing of scenarios</p> <p>Written and verbal projects</p> <p>Writing press releases on current events and live presentation with Q & A</p> <p>(Incident documentation)</p> <p>Individual profiles and research</p>	<p>lifelong learner.</p> <p>A creative and practical problem solver.</p> <p>A responsible and involved citizen.</p> <p>An integrative and informed thinker.</p>

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<p>when search of a motor vehicle without a warrant is authorized.</p> <p>o. Identify procedures for searching motor vehicle without a warrant.</p> <p>p. Define search warrant.</p> <p>q. Recognize circumstances which require a search warrant prior to searching.</p>	<p>audience.</p> <p>WHST.6.11-12: 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.</p> <p>WHST.7.11-12: Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</p>		
9. Use of Force			
<p>a. Recognize circumstances where use of non-deadly force is authorized by law.</p> <p>b. Recognize circumstances where use of deadly force is authorized by law.</p> <p>c. Identify non-legal factors to be considered prior to use of force.</p> <p>d. Recognize potential civil and criminal liability for</p>	<p>RST.4.11-12: Determine the meaning of symbols, key terms, and other domain specific words and phrases as they are used in a specific scientific or technical context relevant to grades 11–12 texts and topics</p> <p>RST.5.11-12: Analyze how the text structures information or ideas into categories or hierarchies,</p>	<p>Standardized written testing</p> <p>Testing for college credit (meeting post-secondary school requirements)</p> <p>Practical applications, procedural issues, role playing, instructor/peer critiquing of scenarios</p>	<p>“Maine Learning Results Guiding Principles Standards” -</p> <p>Clear and effective communicator.</p> <p>A self-directed and lifelong learner.</p> <p>A creative and practical problem solver.</p> <p>A responsible and involved citizen.</p>

Framework, Duties and Tasks	English Language Arts- Reading, Writing, Speaking and Listening (CCSS)	Demonstration of Proficiency (Possible Evidence, Project, Performance Assessment, Certification etc.)	Maine Learning Results- Guiding Principles, and Career and Education Development
inappropriate officer behavior.	<p>demonstrating understanding of the information or ideas.</p> <p>SL.2.11-12: Integrate multiple sources of information presented in diverse media and formats (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.</p> <p>WHST.4.11-12: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>WHST.6.11-12: 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.</p> <p>WHST.7.11-12: Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or</p>	<p>Written and verbal projects</p> <p>Writing press releases on current events and live presentation with Q & A</p> <p>Incident documentation</p> <p>Individual profiles and research</p>	<p>An integrative and informed thinker.</p>

Framework, Duties and Tasks	English Language Arts- Reading, Writing, Speaking and Listening (CCSS)	Demonstration of Proficiency (Possible Evidence, Project, Performance Assessment, Certification etc.)	Maine Learning Results- Guiding Principles, and Career and Education Development
	<p>broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</p> <p>WHST.9.11-12: Draw evidence from informational texts to support analysis, reflection, and research.</p>		
10. Civil Liability			
<p>a. Explain circumstances and legal ramifications of using force to control a prisoner.</p> <p>b. Identify consequences of conducting an unlawful search.</p> <p>c. Demonstrate understanding of constitutional rights.</p> <p>d. Identify advantages and disadvantages of high speed pursuit.</p> <p>e. Identify circumstances of a police officer's liability and exemption from liability when operating an emergency vehicle</p>	<p>RST.1.11-12: Cite specific textual evidence to support analysis of science and technical texts, attending to important distinctions the author makes and to any gaps or inconsistencies in the account.</p> <p>RST.9.11-12: Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.</p> <p>SL.2.11-12: Integrate multiple sources of information presented in diverse media and formats (e.g., visually, quantitatively, orally) in</p>	<p>Standardized written testing</p> <p>Testing for college credit (meeting post-secondary school requirements)</p> <p>Practical applications, procedural issues, role playing, instructor/peer critiquing of scenarios</p> <p>Written and verbal projects</p> <p>Writing press releases on current events and live presentation with Q & A</p> <p>(Incident documentation)</p> <p>Individual profiles and</p>	<p>“Maine Learning Results Guiding Principles Standards” -</p> <p>Clear and effective communicator.</p> <p>A self-directed and lifelong learner.</p> <p>A creative and practical problem solver.</p> <p>A responsible and involved citizen.</p> <p>An integrative and informed thinker.</p>

Framework, Duties and Tasks	English Language Arts- Reading, Writing, Speaking and Listening (CCSS)	Demonstration of Proficiency (Possible Evidence, Project, Performance Assessment, Certification etc.)	Maine Learning Results- Guiding Principles, and Career and Education Development
	<p>order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.</p> <p>SL.3.11-12: Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.</p> <p>SL.4.11-12: Present information, findings, and supporting evidence such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks</p> <p>WHST.6.11-12: 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.</p> <p>WHST.7.11-12: Conduct short as</p>	<p>research</p>	

Framework, Duties and Tasks	English Language Arts- Reading, Writing, Speaking and Listening (CCSS)	Demonstration of Proficiency (Possible Evidence, Project, Performance Assessment, Certification etc.)	Maine Learning Results- Guiding Principles, and Career and Education Development
	<p>well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</p> <p>WHST.8.11-12: 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 specific 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.</p>		
11. Firearms			
<ul style="list-style-type: none"> a. Define nomenclature of firearms. b. Demonstrate proper firearms safety procedures. c. Recognize proper and safe procedures for loading and 	<p>RST.2.11-12 Cite specific textual evidence to support analysis of science and technical texts, attending to important distinctions the author makes and to any gaps or inconsistencies in the account.</p>	<p>Standardized written testing</p> <p>Testing for college credit (meeting post-secondary school requirements)</p>	<p>“Maine Learning Results Guiding Principles Standards” -</p> <p>Clear and effective communicator.</p> <p>A self-directed and</p>

<p>Framework, Duties and Tasks</p>	<p>English Language Arts- Reading, Writing, Speaking and Listening (CCSS)</p>	<p>Demonstration of Proficiency (Possible Evidence, Project, Performance Assessment, Certification etc.)</p>	<p>Maine Learning Results- Guiding Principles, and Career and Education Development</p>
<p>unloading the service weapon.</p> <p>d. Recognize proper marksmanship fundamentals.</p> <p>e. Identify the proper use of cover and concealment.</p> <p>f. Recognize circumstances when it is appropriate to draw a weapon.</p> <p>g. Identify the proper use of verbal commands in use of force situations.</p> <p>h. Identify low light techniques and considerations.</p>	<p>RST.4.11-12: Determine the meaning of symbols, key terms, and other domain specific words and phrases as they are used in a specific scientific or technical context relevant to grades 11–12 texts and topics</p> <p>SL.2.11-12: Integrate multiple sources of information presented in diverse media and formats (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.</p> <p>WHST.4.11-12: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>WHST.7.11-12: Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when</p>	<p>Practical applications, procedural issues, role playing, instructor/peer critiquing of scenarios</p> <p>Written and verbal projects</p> <p>Writing press releases on current events and live presentation with Q & A</p> <p>Incident documentation</p> <p>Individual profiles and research</p>	<p>lifelong learner.</p> <p>A creative and practical problem solver.</p> <p>A responsible and involved citizen.</p> <p>An integrative and informed thinker.</p>

Framework, Duties and Tasks	English Language Arts- Reading, Writing, Speaking and Listening (CCSS)	Demonstration of Proficiency (Possible Evidence, Project, Performance Assessment, Certification etc.)	Maine Learning Results- Guiding Principles, and Career and Education Development
	appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.		
12. Laws of Evidence			
<ul style="list-style-type: none"> a. Define "evidence." b. Define the following terms which relate to classification of evidence: Testimonial; Real – Documentary, Demonstrative. c. Define the following terms which relate to the effect of evidence. d. Define the following terms which relate to the introduction of evidence in court: Opinion evidence; original evidence; presumption; hearsay; judicial notice; stipulation e. Recognize exceptions to the "Hearsay Rule" that relate to the law enforcement function. f. Recognize circumstances that fall within the scope of the following evidentiary privileges: Husband-wife; lawyer-client; physician- 	<p>RST.1.11-12: Cite specific textual evidence to support analysis of science and technical texts, attending to important distinctions the author makes and to any gaps or inconsistencies in the account.</p> <p>RST.2.11-12 Cite specific textual evidence to support analysis of science and technical texts, attending to important distinctions the author makes and to any gaps or inconsistencies in the account.</p> <p>SL.2.11-12: Integrate multiple sources of information presented in diverse media and formats (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.</p>	<p>Standardized written testing</p> <p>Testing for college credit (meeting post-secondary school requirements)</p> <p>Practical applications, procedural issues, role playing, instructor/peer critiquing of scenarios</p> <p>Written and verbal projects</p> <p>Writing press releases on current events and live presentation with Q & A</p> <p>(Incident documentation)</p> <p>Individual profiles and research</p> <p>Practical experience locating, collecting, and checking of evidence</p>	<p>“Maine Learning Results Guiding Principles Standards” -</p> <p>Clear and effective communicator.</p> <p>A self-directed and lifelong learner.</p> <p>A creative and practical problem solver.</p> <p>A responsible and involved citizen.</p> <p>An integrative and informed thinker.</p>

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<p>patient; religious privilege; intake worker-juvenile; identify of informant g. Identify the rule as to who is a competent witness.</p>	<p>SL.5.11-12: Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.</p> <p>WHST.4.11-12: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>WHST.5.11-12: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.</p> <p>WHST.7.11-12: Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject,</p>		

Framework, Duties and Tasks	English Language Arts- Reading, Writing, Speaking and Listening (CCSS)	Demonstration of Proficiency (Possible Evidence, Project, Performance Assessment, Certification etc.)	Maine Learning Results- Guiding Principles, and Career and Education Development
	<p>demonstrating understanding of the subject under investigation.</p> <p>WHST.9.11-12: Draw evidence from informational texts to support analysis, reflection, and research.</p>		
13. Courtroom Testimony and Demeanor			
<ul style="list-style-type: none"> a. Identify the need to maintain harmonious district attorney/police relations. b. Identify the need to confer with district attorney prior to testimony regarding case to note relevant facts. c. Identify need to check that witnesses are ready for court testimony. d. Identify the need to maintain confidentiality. e. Identify proper procedure for appearing in courtroom, including attire. f. Identify proper procedure to present evidence in legal proceedings. g. Identify proper techniques in providing testimony. h. Identify the need to discuss problems regarding a past case that should be 	<p>RST.3.11-12: Cite specific textual evidence to support analysis of science and technical texts, attending to important distinctions the author makes and to any gaps or inconsistencies in the account.</p> <p>RST.6.11-12: Analyze the author’s purpose in providing an explanation, describing a procedure, or discussing an experiment in a text, identifying important issues that remain unresolved.</p> <p>SL.3.11-12: Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.</p> <p>SL.4.11-12: Present information, findings, and supporting evidence</p>	<p>Standardized written testing</p> <p>Testing for college credit (meeting post-secondary school requirements)</p> <p>Practical applications, procedural issues, role playing, instructor/peer critiquing of scenarios</p> <p>Written and verbal projects</p> <p>Writing press releases on current events and live presentation with Q & A</p> <p>(Incident documentation)</p> <p>Individual profiles and research</p> <p>Mock trials</p>	<p>“Maine Learning Results Guiding Principles Standards” -</p> <ul style="list-style-type: none"> Clear and effective communicator. A self-directed and lifelong learner. A creative and practical problem solver. A responsible and involved citizen. An integrative and informed thinker.

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<p>corrected in future cases with district attorney.</p> <p>i. Identify the relationship between successful prosecution and police reports.</p> <p>j. Identify situations and procedures when an officer may testify in court.</p> <p>k. Identify the pre-trial responsibilities and procedures of an officer.</p> <p>l. Identify non-verbal attributes that affect the officer's testimony.</p> <p>m. Identify proper reaction or response to common tactics used by defense counsel.</p>	<p>such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.</p> <p>WHST.7.11-12: Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</p>		
14. Crisis Conflict Management/Dealing with Variant Behavior			
<p>a. Recognize legal requirements regarding emergency detention of a mentally ill person.</p> <p>b. Identify proper procedures to conduct investigation for suicide attempt.</p> <p>c. Identify proper procedures to conduct investigation regarding a reportedly mentally ill person.</p>	<p>RST.8.11-12: Evaluate the hypotheses, data, analysis, and conclusions in a science or technical text, verifying the data when possible and corroborating or challenging conclusions with other sources of information.</p> <p>RST.9.11-12: Synthesize information from a range of sources (e.g., texts, experiments,</p>	<p>Standardized written testing</p> <p>Testing for college credit (meeting post-secondary school requirements)</p> <p>Practical applications, procedural issues, role playing, instructor/peer critiquing of scenarios</p>	<p>"Maine Learning Results Guiding Principles Standards" -</p> <p>Clear and effective communicator.</p> <p>A self-directed and lifelong learner.</p> <p>A creative and practical problem solver.</p> <p>A responsible and involved citizen.</p>

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<ul style="list-style-type: none"> d. Identify proper procedures to transport mental patients. e. Identify proper safety procedures before entering a dispute. f. Identify proper safety procedures once in a dispute situation. g. Identify proper procedures to comfort emotionally upset or distraught persons. h. Identify techniques to defuse emotionally distraught situations. i. Identify basic elements of negotiating with distressed persons. j. Identify a police officer's responsibility at the scene of a dispute; i.e., keep the peace, determine if a crime has been committed, provide safety to individuals and property. k. Identify inherent dangers to an officer entering the home of a family involved in a dispute. l. Identify advantages and disadvantages of separating parties in a family dispute 	<p>simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.</p> <p>SL.2.11-12: Integrate multiple sources of information presented in diverse media and formats (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.</p> <p>SL.5.11-12: Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.</p> <p>SL.6.11-12: Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.</p> <p>WHST.4.11-12: Produce clear and</p>	<p>Written and verbal projects</p> <p>Writing press releases on current events and live presentation with Q & A</p> <p>(Incident documentation)</p> <p>Individual profiles and research</p>	<p>An integrative and informed thinker.</p>

Framework, Duties and Tasks	English Language Arts-Reading, Writing, Speaking and Listening (CCSS)	Demonstration of Proficiency (Possible Evidence, Project, Performance Assessment, Certification etc.)	Maine Learning Results-Guiding Principles, and Career and Education Development
<p>and gathering information from them individually.</p> <p>m. Identify basic psychological responses of a crime victim such as feelings of helplessness, lack of control, self blame of blaming others, anger, fear from attack. This will minimally include the following types of crimes: Sexual abuse of children; rape of sexual offenses; racial incidents; crimes against the elderly; burglary; armed robbery; domestic violence; missing persons.</p> <p>n. Demonstrate in a role play, the resolution of conflicts including: Family dispute; landlord-tenant; store clerk-customer; death notification; mentally ill persons; crime victims.</p> <p>o. Recognize the goals of mediation, when to mediate, and how to mediate.</p>	<p>coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>WHST.7.11-12: Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</p> <p>WHST.9.11-12: Draw evidence from informational texts to support analysis, reflection, and research.</p>		
15. Child Abuse			
a. Define the following terms in the Child and Family	RST.1.11-12: Cite specific textual evidence to support analysis of	Standardized written testing	"Maine Learning Results Guiding Principles

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<p>Services and Child Protection Act: Child; abused child; neglected child; mandatory reporting.</p> <p>b. Identify the criminal offenses applicable to child abuse.</p> <p>c. Identify proper procedures for conducting investigations for: Physical abuse; physical neglect; emotional abuse; sexual abuse.</p> <p>d. Recognize circumstances which warrant use of the Juvenile Code Title 15 Chapter 5112 3501 (Interim Care Provision).</p> <p>e. Identify proper procedures to follow in using the interim care provisions of the Juvenile Code.</p>	<p>science and technical texts, attending to important distinctions the author makes and to any gaps or inconsistencies in the account.</p> <p>RST.6.11-12: Analyze the author’s purpose in providing an explanation, describing a procedure, or discussing an experiment in a text, identifying important issues that remain unresolved.</p> <p>SL.4.11-12: Present information, findings, and supporting evidence such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.</p> <p>SL.5.11-12: Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.</p> <p>WHST.4.11-12: Produce clear and</p>	<p>Testing for college credit (meeting post-secondary school requirements)</p> <p>Practical applications, procedural issues, role playing, instructor/peer critiquing of scenarios</p> <p>Written and verbal projects</p> <p>Writing press releases on current events and live presentation with Q & A</p> <p>Incident documentation</p> <p>Individual profiles and research</p>	<p>Standards” -</p> <p>Clear and effective communicator.</p> <p>A self-directed and lifelong learner.</p> <p>A creative and practical problem solver.</p> <p>A responsible and involved citizen.</p> <p>An integrative and informed thinker.</p>

Framework, Duties and Tasks	English Language Arts- Reading, Writing, Speaking and Listening (CCSS)	Demonstration of Proficiency (Possible Evidence, Project, Performance Assessment, Certification etc.)	Maine Learning Results- Guiding Principles, and Career and Education Development
	<p>coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>WHST.7.11-12: Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</p> <p>WHST.9.11-12: Draw evidence from informational texts to support analysis, reflection, and research.</p>		
16. Police and the Public			
<p>a. Identify the basic guidelines which contribute to strong community relations service.</p> <p>b. Identify the relationship of each of the following police roles, and explain how they could positively or negatively affect community relations service: Law</p>	<p>RST.1.11-12: Cite specific textual evidence to support analysis of science and technical texts, attending to important distinctions the author makes and to any gaps or inconsistencies in the account.</p> <p>RST.9.11-12: Synthesize information from a range of sources (e.g., texts, experiments,</p>	<p>Standardized written testing</p> <p>Testing for college credit (meeting post-secondary school requirements)</p> <p>Practical applications, procedural issues, role playing, instructor/peer critiquing of scenarios</p>	<p>“Maine Learning Results Guiding Principles Standards” -</p> <p>Clear and effective communicator.</p> <p>A self-directed and lifelong learner.</p> <p>A creative and practical problem solver.</p> <p>A responsible and</p>

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<p>enforcement; order maintenance; delivery of service; prevention of crime</p> <p>c. Identify the potential benefits of strong community relations service to each of the following: The officer; his/her department; his/her community</p> <p>d. Identify the importance of public support and that effective community relations service is essential to gaining that support.</p> <p>e. Identify the relationship between crime prevention and police public relations.</p> <p>f. Identify basic crime prevention techniques which should be used by citizens.</p> <p>g. Identify factors which determine if a citizen could benefit from a formal crime prevention program.</p>	<p>simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.</p> <p>SL.5.11-12: Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.</p> <p>WHST.4.11-12: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>WHST.7.11.12: Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</p>	<p>Written and verbal projects</p> <p>Writing press releases on current events and live presentation with Q & A</p> <p>(Incident documentation)</p> <p>Individual profiles and research</p>	<p>involved citizen. An integrative and informed thinker.</p>
17. Mechanics of Arrest, Restraint and Control (MARC)			

Framework, Duties and Tasks	English Language Arts- Reading, Writing, Speaking and Listening (CCSS)	Demonstration of Proficiency (Possible Evidence, Project, Performance Assessment, Certification etc.)	Maine Learning Results- Guiding Principles, and Career and Education Development
<ul style="list-style-type: none"> a. Recognize circumstances which influence strategy/level of force used in effecting an arrest. b. Demonstrate handcuffing/searching: Compliant subject; non-compliant subject c. Demonstrate the proper approach, verbal contact and interview position. d. Identify ground defense/ground control techniques. e. Identify the areas of the body which are vulnerable to physical attack. f. Demonstrate: Wristlock; escort hold; takedown techniques; escape g. Demonstrate: Pry; arm bar; escape from suspect mount; escape from suspect guard h. Demonstrate weapon retention techniques of: Holstered weapon; drawn weapon i. Demonstrate proper techniques for disarming an attacker, armed with a 	<p>RST.1.11-12: Cite specific textual evidence to support analysis of science and technical texts, attending to important distinctions the author makes and to any gaps or inconsistencies in the account.</p> <p>RST.2.11-12: Determine the central ideas or conclusions of a text; summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms.</p> <p>SL.2.11-12: Integrate multiple sources of information presented in diverse media and formats (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.</p> <p>WHST.4.11-12: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>WHST.5.11-12: Develop and</p>	<p>Standardized written testing</p> <p>Testing for college credit (meeting post-secondary school requirements)</p> <p>Practical applications, procedural issues, role playing, instructor/peer critiquing of scenarios</p> <p>Written and verbal projects</p> <p>Writing press releases on current events and live presentation with Q & A</p> <p>(Incident documentation)</p> <p>Individual profiles and research</p> <p>Specific live scenarios showing proper handcuffing, take-downs, and defensive procedures then practical experience with peers</p>	<p>“Maine Learning Results Guiding Principles Standards” -</p> <ul style="list-style-type: none"> Clear and effective communicator. A self-directed and lifelong learner. A creative and practical problem solver. A responsible and involved citizen. An integrative and informed thinker.

Framework, Duties and Tasks	English Language Arts- Reading, Writing, Speaking and Listening (CCSS)	Demonstration of Proficiency (Possible Evidence, Project, Performance Assessment, Certification etc.)	Maine Learning Results- Guiding Principles, and Career and Education Development
<p>handgun.</p> <p>j. Identify whether or not the utilization of the police baton would be appropriate and/or justified in given situations.</p> <p>k. Demonstrate techniques utilizing physical means for removing a subject from a vehicle.</p> <p>l. Identify proper procedures/technique for deploying chemical agents.</p> <p>m. Identify proper procedures to transport prisoners.</p>	<p>strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.</p> <p>WHST.7.11-12: Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</p> <p>WHST.9.11-12: Draw evidence from informational texts to support analysis, reflection, and research.</p>		
18. Note Taking and Report Writing			
<p>a. Identify factors determining when it is necessary to record personal notes based on nature of complaint or situation.</p> <p>b. Identify the proper method of recording field notes.</p> <p>c. Identify the need to write</p>	<p>RST.1.11-12: Cite specific textual evidence to support analysis of science and technical texts, attending to important distinctions the author makes and to any gaps or inconsistencies in the account.</p> <p>RST.2.11-12: Determine the central</p>	<p>Standardized written testing</p> <p>Testing for college credit (meeting post-secondary school requirements)</p> <p>Practical applications, procedural issues, role</p>	<p>“Maine Learning Results Guiding Principles Standards” -</p> <p>Clear and effective communicator.</p> <p>A self-directed and lifelong learner.</p> <p>A creative and</p>

Framework, Duties and Tasks	English Language Arts- Reading, Writing, Speaking and Listening (CCSS)	Demonstration of Proficiency (Possible Evidence, Project, Performance Assessment, Certification etc.)	Maine Learning Results- Guiding Principles, and Career and Education Development
<p>concise and factual summaries of witness and complainant interviews by including all pertinent information.</p> <p>d. Identify proper method to record location of physical evidence at crime scene.</p> <p>e. Identify sources of information for written reports.</p> <p>f. Identify proper content and sequence of information for police report.</p> <p>g. Identify desirable elements of a complete narrative report.</p> <p>h. Identify need to proofread written report and, if necessary, make corrections (includes spelling).</p>	<p>ideas or conclusions of a text; trace the text's explanation or depiction of a complex process, phenomenon, or concept; provide an accurate summary of the text.</p> <p>RST.7.11-12: Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem.</p> <p>SL.1.11-12: Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.</p> <p>a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.</p> <p>b. Work with peers to promote civil, democratic discussions and</p>	<p>playing, instructor/peer critiquing of scenarios</p> <p>Written and verbal projects</p> <p>Writing press releases on current events and live presentation with Q & A</p> <p>(Incident documentation)</p> <p>Individual profiles and research</p> <p>Writing of police reports, criminal and traffic</p>	<p>practical problem solver. A responsible and involved citizen. An integrative and informed thinker.</p>

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	<p>decision-making, set clear goals and deadlines, and establish individual roles as needed.</p> <p>c. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.</p> <p>d. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.</p> <p>SL.2.11-12: Integrate multiple sources of information presented in diverse media and formats (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.</p>		

<p align="center">Framework, Duties and Tasks</p>	<p align="center">English Language Arts- Reading, Writing, Speaking and Listening (CCSS)</p>	<p align="center">Demonstration of Proficiency (Possible Evidence, Project, Performance Assessment, Certification etc.)</p>	<p align="center">Maine Learning Results- Guiding Principles, and Career and Education Development</p>
	<p>WHST.4.11-12: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>WHST.5.11-12: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.</p> <p>WHST.7.11-12: Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</p> <p>WHST.8.11-12: 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</p>		

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	the specific 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.		
19. Radio and Telecommunications			
<ul style="list-style-type: none"> a. Identify proper METRO code and procedures to check persons and property. b. Identify information necessary to check for wants/warrants on person(s) through METRO. c. Identify information needed to check on property through METRO. d. Identify need to speak by radio clearly, concisely, calmly. e. Identify need to keep radio transmissions to a minimum (keep conversations short and to the point). f. Identify information which should be included in a person's description. g. Identify information which 	<p>RST.1.11-12: Cite specific textual evidence to support analysis of science and technical texts, attending to important distinctions the author makes and to any gaps or inconsistencies in the account.</p> <p>RST.7.11-12: Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem.</p> <p>SL.1.11-12: Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own</p>	<p>Standardized written testing</p> <p>Testing for college credit (meeting post-secondary school requirements)</p> <p>Practical applications, procedural issues, role playing, instructor/peer critiquing of scenarios</p> <p>Written and verbal projects</p> <p>Writing press releases on current events and live presentation with Q & A</p> <p>(Incident documentation)</p> <p>Individual profiles and research</p>	<p>"Maine Learning Results Guiding Principles Standards" -</p> <p>Clear and effective communicator.</p> <p>A self-directed and lifelong learner.</p> <p>A creative and practical problem solver.</p> <p>A responsible and involved citizen.</p> <p>An integrative and informed thinker.</p>

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<p>should be included in a vehicle description.</p> <p>h. Identify proper methods of describing missing/recovered property.</p> <p>i. Demonstrate verbally, the proper vocal characteristics for microphone speaking, including: Pronunciation; rate; volume.</p> <p>j. Define fifteen of the most frequently used APCO ten signals.</p> <p>k. Demonstrate correct vocalization of the ten numerals with proper radio pronunciation.</p> <p>l. Define all the letters of the alphabet with their prescribed standard law enforcement phonetic alphabet.</p>	<p>clearly and persuasively.</p> <p>a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.</p> <p>b. Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.</p> <p>c. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.</p> <p>d. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.</p>		

<p>Framework, Duties and Tasks</p>	<p>English Language Arts- Reading, Writing, Speaking and Listening (CCSS)</p>	<p>Demonstration of Proficiency (Possible Evidence, Project, Performance Assessment, Certification etc.)</p>	<p>Maine Learning Results- Guiding Principles, and Career and Education Development</p>
	<p>SL.2.11-12: Integrate multiple sources of information presented in diverse media and formats (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.</p> <p>WHST.7.11-12: Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</p> <p>WHST.4.11-12: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>WHST.5.11-12: Develop and strengthen writing as needed by</p>		

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	planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.		
20. Traffic Law Enforcement			
<ul style="list-style-type: none"> a. Define selective enforcement. b. Identify circumstances when it is appropriate to issue verbal warnings to traffic violators. c. Recognize circumstances when a custody arrest is authorized for a traffic offense. d. Identify circumstances to be recorded regarding traffic citations for purposes of court presentation. e. Identify need to explain legal procedures to traffic violators. f. Identify proper positioning of patrol vehicle while monitoring for traffic violations. g. Identify factors to be considered to estimate the speed of a vehicle. 	<p>RST.1.11-12: Cite specific textual evidence to support analysis of science and technical texts, attending to important distinctions the author makes and to any gaps or inconsistencies in the account.</p> <p>RST.3.11-12: Cite specific textual evidence to support analysis of science and technical texts, attending to important distinctions the author makes and to any gaps or inconsistencies in the account.</p> <p>RST.4.11-12: Determine the meaning of symbols, key terms, and other domain specific words and phrases as they are used in a specific scientific or technical context relevant to grades 11–12 texts and topics</p> <p>SL.2.11-12: Integrate multiple sources of information presented in</p>	<p>Standardized written testing</p> <p>Testing for college credit (meeting post-secondary school requirements)</p> <p>Practical applications, procedural issues, role playing, instructor/peer critiquing of scenarios</p> <p>Written and verbal projects</p> <p>Writing press releases on current events and live presentation with Q & A</p> <p>(Incident documentation)</p> <p>Individual profiles and research</p>	<p>“Maine Learning Results Guiding Principles Standards” -</p> <ul style="list-style-type: none"> Clear and effective communicator. A self-directed and lifelong learner. A creative and practical problem solver. A responsible and involved citizen. An integrative and informed thinker.

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<ul style="list-style-type: none"> h. Recognize that a traffic violation has occurred by comparing observed vehicle operation with the requirements of the vehicle code, state laws, and ordinances. i. Identify proper procedures to clock speed of vehicles using speedometer. j. Define legal requirements pertaining to assessment of driver's capability to operate a vehicle. k. Identify procedure to inspect driver's license. l. Identify procedures to determine status of driver's license. m. Identify procedures to check vehicles for proper registration. n. Identify frequency of OUI violations and crashes. o. Define general deterrence. p. Identify relationship between detection and deterrence. q. List the legal elements of OUI offense. r. Define Implied 	<p>diverse media and formats (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.</p> <p>SL.4.11-12: Present information, findings, and supporting evidence such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.</p> <p>WHST.2.11-12: Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.</p> <ul style="list-style-type: none"> a. Introduce a topic and organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding 		

<p>Framework, Duties and Tasks</p>	<p>English Language Arts-Reading, Writing, Speaking and Listening (CCSS)</p>	<p>Demonstration of Proficiency (Possible Evidence, Project, Performance Assessment, Certification etc.)</p>	<p>Maine Learning Results-Guiding Principles, and Career and Education Development</p>
<p>Consent/Duty to Submit law.</p> <ul style="list-style-type: none"> s. Describe relevance of chemical test evidence. t. Identify case law precedents. u. List the three (3) phases of detection. v. Identify the tasks and key decisions of each phase. w. Identify the use of a standard note-taking guide. x. Identify guidelines for effective testimony. y. List typical cues of Phase One. z. Identify Phase One cues. aa. List typical cues of Phase Two. bb. Identify observable Phase Two cues. cc. Demonstrate the ability to successfully administer field sobriety tests. 	<p>comprehension.</p> <ul style="list-style-type: none"> b. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. c. Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. d. Use precise language, domain-specific vocabulary and techniques such as metaphor, simile, and analogy to manage the complexity of the topic; convey a knowledgeable stance in a style that responds to the discipline and context as well as to the expertise of likely readers. e. Provide a concluding statement or section that follows from and supports the information or explanation provided (e.g., articulating implications or the significance of the topic). <p>WHST.7.11-12: Conduct short as well as more sustained research projects to answer a question</p>		

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	(including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.		

The Criminal Justice programming is significantly connected to the CC ELA Standards and meets all of the Guiding Principals. Although the Industry Standards are phrased using the language of the bottom tiers of Bloom’s Taxonomy, the reality is that the CJ programs engage students in all levels of Bloom’s Taxonomy, through activities such as simulations, role-playing scenarios, current event analysis, press releases, demonstrations, public speaking and meeting the criteria of post-secondary programs to earn college credit.