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VISION

All Nevadans ready for success in the 21st century

MISSION

To improve student achievement and educator effectiveness by ensuring opportunities, facilitating learning, and promoting excellence

TABLE OF CONTENTS

Nevada State Board of Education/Nevada Department of Education iii

Acknowledgements / Standards Development Members / Business and Industry Validation / Project Coordinator vii

Introduction ix

Content Standard 1.0 – Comprehend the Historical Developments of Law Enforcement 1

Content Standard 2.0 – Identify Key Organizational Systems 2

Content Standard 3.0 – Understand the Importance of Health, Safety and Environment 3

Content Standard 4.0 – Implement Effective Communication Skills 4

Content Standard 5.0 – Understand Importance of Ethics and Legal Responsibilities 5

Content Standard 6.0 – Demonstrate Leadership and Teamwork 6

Content Standard 7.0 – Describe the Laws and Legal Process 7

Content Standard 8.0 – Evaluate the Criminal Justice System 9

Content Standard 9.0 – Examine the Application of the Use of Force 10

Content Standard 10.0 – Analyze Patrol Functions 11

Content Standard 11.0 – Understand Procedures in Diversity 13

Content Standard 12.0 – Apply Concepts of Interviews and Interrogations 14

Content Standard 13.0 – Apply Concepts of Investigations 15

Content Standard 14.0 – Understand Victimization and Law Enforcement Response 16

Content Standard 15.0 – Implementing Health and Wellness 17

Content Standard 16.0 – Apply Emergency Management 18

Content Standard 17.0 – Explore Career Opportunities Available 19

Content Standard 18.0 – Exploring Agency Support Roles 20

Crosswalks and Alignments 21

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BUSINESS AND INDUSTRY VALIDATION

All CTE standards developed through the Nevada Department of Education are validated by business and industry through one or more of the following processes: (1) the standards are developed by a team consisting of business and industry representatives; or (2) a separate review panel was coordinated with industry experts to ensure the standards include the proper content; or (3) the adoption of nationally-recognized standards endorsed by business and industry.

The Law Enforcement standards were validated through the active participation by business and industry on the development team.

PROJECT COORDINATOR

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INTRODUCTION

The standards in this document are designed to clearly state what the student should know and be able to do upon completion of an advanced high school Law Enforcement program. These standards are designed for a three-credit course sequence that prepares the student for a technical assessment directly aligned to the standards.

These exit-level standards are designed for the student to complete all standards through their completion of a program of study. These standards are intended to guide curriculum objectives for a program of study.

The standards are organized as follows:

Content Standards are general statements that identify major areas of knowledge, understanding, and the skills students are expected to learn in key subject and career areas by the end of the program.

Performance Standards follow each content standard. Performance standards identify the more specific components of each content standard and define the expected abilities of students within each content standard.

Performance Indicators are very specific criteria statements for determining whether a student meets the performance standard. Performance indicators may also be used as learning outcomes, which teachers can identify as they plan their program learning objectives.

The crosswalk and alignment section of the document shows where the performance indicators support the Nevada Academic Content Standards in Science (based on the Next Generation Science Standards) and the English Language Arts and Mathematics (based on the Common Core State Standards). Where correlation with an academic content standard exists, students in the Law Enforcement program perform learning activities that support, either directly or indirectly, achievement of the academic content standards that are listed.

All students are encouraged to participate in the career and technical student organization (CTSO) that relates to their program area. CTSOs are co-curricular national associations that directly enforce learning in the CTE classroom through curriculum resources, competitive events, and leadership development. CTSOs provide students the ability to apply academic and technical knowledge, develop communication and teamwork skills, and cultivate leadership skills to ensure college and career readiness.

The Employability Skills for Career Readiness identify the “soft skills” needed to be successful in all careers, and must be taught as an integrated component of all CTE course sequences. These standards are available in a separate document.

The **Standards Reference Code** is only used to identify or align performance indicators listed in the standards to daily lesson plans, curriculum documents, or national standards.

Program Name	Standards Reference Code
Law Enforcement	LAW

Example: LAW.2.3.4

Standards	Content Standard	Performance Standard	Performance Indicator
Law Enforcement	2	3	4

CONTENT STANDARD 1.0:	COMPREHEND THE HISTORICAL DEVELOPMENTS OF LAW ENFORCEMENT
PERFORMANCE STANDARD 1.1:	**ANALYZE THE SOCIAL REQUIREMENTS IMPOSED UPON LAW ENFORCEMENT**
1.1.1	Critique the role of law enforcement in maintaining social control
1.1.2	Prove where law enforcement receives its authority
1.1.3	Analyze the public's need for social control
PERFORMANCE STANDARD 1.2:	**DETERMINE THE ENGLISH ROOTS OF MODERN LAW ENFORCEMENT**
1.2.1	Identify the basic principles of modern law enforcement created by Robert Peel
1.2.2	Investigate modern law enforcement techniques and their development
PERFORMANCE STANDARD 1.3:	**INTERPRET THE IMPACT OF U.S. LAW ENFORCEMENT ON SOCIETY**
1.3.1	Identify development in U.S. law enforcement over the history of the U.S.
1.3.2	Determine social trends that led to law enforcement development
1.3.3	Analyze the levels of U.S. law enforcement and their jurisdictions
PERFORMANCE STANDARD 1.4:	**UNDERSTAND LOCAL LAW ENFORCEMENT HISTORY**
1.4.1	Explore the history and origin of local law enforcement agencies

CONTENT STANDARD 2.0: IDENTIFY KEY ORGANIZATIONAL SYSTEMS	
PERFORMANCE STANDARD 2.1: DESCRIBE THE SCOPE OF DEPARTMENTAL ORGANIZATIONS	
2.1.1	Differentiate the types and functions of departments
2.1.2	Explain the interactions of common departments
2.1.3	Understand global context of public safety careers
PERFORMANCE STANDARD 2.2: IDENTIFY QUALITY CONTROL SYSTEMS AND PRACTICES	
2.2.1	Explain quality control standards and practices
2.2.2	Use national and statewide standards

CONTENT STANDARD 3.0:	UNDERSTAND THE IMPORTANCE OF HEALTH, SAFETY AND ENVIRONMENT
PERFORMANCE STANDARD 3.1:	**IMPLEMENT PERSONAL AND DEPARTMENTAL SAFETY REGULATIONS**
3.1.1	Assess workplace conditions with regard to safety and health
3.1.2	Identify safety hazards
3.1.3	Select appropriate personal protective equipment
3.1.4	Employ safety hierarchy and communication systems
3.1.5	Implement safety precautions to maintain a safe workplace
PERFORMANCE STANDARD 3.2:	**EMPLOYEE RIGHTS AND RESPONSIBILITIES**
3.2.1	Identify rules and laws designed to promote safety and health
3.2.2	Provide rationale for laws, regulations and rules
PERFORMANCE STANDARD 3.3:	**EMPLOY EMERGENCY PROCEDURES AND DISASTER RESPONSE PLANS**
3.3.1	Conduct training on First Aid and CPR
3.3.2	Create a training plan for safety equipment training
3.3.3	Assess emergency and/or disaster situations
3.3.4	Design an emergency or disaster plan
3.3.5	Identify incident management systems

CONTENT STANDARD 4.0: IMPLEMENT EFFECTIVE COMMUNICATION SKILLS	
PERFORMANCE STANDARD 4.1: ANALYZE THE CONCEPT OF COMMAND PRESENCE	
4.1.1	Define command presence and explain its importance in law enforcement
4.1.2	Identify barriers to effective communication
4.1.3	Identify and understand the concept of sender, message, channel, and receiver
PERFORMANCE STANDARD 4.2: DEMONSTRATE NONVERBAL/VERBAL COMMUNICATION	
4.2.1	Apply strategies for communicating with a diverse population
4.2.2	Analyze verbal behaviors when communicating with others
4.2.3	Interpret nonverbal behaviors when communicating with others
4.2.4	Demonstrate how to communicate effectively in order to foster positive relationships within the community
PERFORMANCE STANDARD 4.3: EVALUATE PROFESSIONAL APPEARANCE	
4.3.1	Identify the importance of professionalism in law enforcement
4.3.2	Examine the role of personal appearance and its importance

CONTENT STANDARD 5.0:	UNDERSTAND IMPORTANCE OF ETHICS AND LEGAL RESPONSIBILITIES
PERFORMANCE STANDARD 5.1:	**APPLY ETHICAL REASONING TO WORKPLACE SITUATIONS**
5.1.1	Understand and contrast legal responsibilities and employer policies
5.1.2	Identify personal and long-term consequences for unethical behaviors
5.1.3	Design a plan to promote legal and ethical considerations
5.1.4	Formulate appropriate responses to illegal/unethical situations
PERFORMANCE STANDARD 5.2:	**INTERPRET WRITTEN AGENCY POLICIES AND PROCEDURES**
5.2.1	Critique departmental policies and procedures
5.2.2	Discuss the effect of policies and procedures on a specific work situation
5.2.3	Compare standard operating procedures for various departments or agencies
PERFORMANCE STANDARD 5.3:	**APPLYING ETHICAL CONCEPTS**
5.3.1	Explain why the highest ethical and moral standards are necessary for law enforcement officers both on and off duty
5.3.2	Compare how the Law Enforcement Code of Ethics and the Canon of Police Ethics relate in terms of actions and performance
5.3.3	Evaluate examples of unethical/immoral conduct by officers and how they can adversely affect the officers in the performance of their duties
5.3.4	Assess how officers build and destroy the public attitude toward their department and law enforcement by their actions
5.3.5	Critique the scope and necessity of a background check
5.3.6	Analyze the role of the internal affairs bureau within a department

CONTENT STANDARD 6.0: DEMONSTRATE LEADERSHIP AND TEAMWORK	
PERFORMANCE STANDARD 6.1: IDENTIFY LEADERSHIP SKILLS	
6.1.1	Identify and analyze various roles of leaders within organizations
6.1.2	Identify the traits necessary to be an effective leader
6.1.3	Demonstrate appropriate leadership traits when leading a group
PERFORMANCE STANDARD 6.2: EMPLOY TEAMWORK SKILLS	
6.2.1	Identify the various roles within a team
6.2.2	Identify skills necessary to work collaboratively
6.2.3	Demonstrate essential teamwork skills

CONTENT STANDARD 7.0: DESCRIBE THE LAWS AND LEGAL PROCESS	
PERFORMANCE STANDARD 7.1: CONNECT THE HISTORY OF LAW AND THE APPLICATION OF THE LEGAL PROCESS	
7.1.1	Examine the history of law and legal process
7.1.2	Describe the historical perspective of the United States Constitution
7.1.3	Identify the primary structures and characteristics of the American legal system
7.1.4	Identify and discuss the components of the criminal process from initial complaint to appeals
PERFORMANCE STANDARD 7.2: INTERPRET CONSTITUTIONAL LAW	
7.2.1	Summarize the purpose of the United States Constitution
7.2.2	Distinguish the purpose of the Nevada State Constitution
7.2.3	State the purpose and effect of the Bill of Rights
7.2.4	Explain the fourteenth amendment and its application to the Bill of Rights
7.2.5	Identify the importance of constitutional rights to peace officers
7.2.6	Explain the concept of judicial review
PERFORMANCE STANDARD 7.3: DESCRIBE CIVIL LIABILITY RELATED TO LAW ENFORCEMENT	
7.3.1	Identify the elements of federal civil rights statutes and who they protect
7.3.2	Identify the elements of Nevada Revised Statutes (NRS) and principles to help Nevada administrative code officers understand the personal risk in police misconduct cases
7.3.3	Identify the elements of federal and state statutes that relate to civil and criminal liability of local law enforcement officers
7.3.4	Identify the defense of qualified immunity as it pertains to false arrest and/or the use of force
PERFORMANCE STANDARD 7.4: APPLY CRIMINAL LAW TO LAW ENFORCEMENT	
7.4.1	Identify the different types of laws and the purpose they serve
7.4.2	Understand the primary differences between civil and criminal law
7.4.3	Explain the difference between procedural law and substantive criminal law
7.4.4	Differentiate between felonies, misdemeanor, and ordinance violations
7.4.5	List and define the basic components of crime

PERFORMANCE STANDARD 7.5: APPLY PROCEDURAL LAW TO LAW ENFORCEMENT	
7.5.1	Examine the provisions of the fourth amendment relating to searches and seizures
7.5.2	Differentiate the elements required to establish “reasonable suspicion” and probable cause
7.5.3	Define and explain the “exclusionary rule”
7.5.4	Identify the requirements and scope of both a lawful “stop” and lawful “frisk”
7.5.5	Examine the provisions of the fifth amendment and the application of Miranda Rights
7.5.6	Explain the process for securing, executing and returning a search warrant
7.5.7	Identify the statutes that govern the power of the peace officer to make an arrest

CONTENT STANDARD 8.0:	EVALUATE THE CRIMINAL JUSTICE SYSTEM
PERFORMANCE STANDARD 8.1:	**COMPREHEND THE COMPONENTS OF THE CRIMINAL JUSTICE SYSTEM**
8.1.1	Identify the four functional components of the criminal justice system
8.1.2	Define the functions, responsibilities, and interactions of the criminal justice system components
8.1.3	Identify the various levels within the state and federal court systems
8.1.4	Differentiate between county and city justice systems
PERFORMANCE STANDARD 8.2:	**EXAMINE THE UNITED STATES COURT SYSTEMS**
8.2.1	Examine jurisdiction within the American criminal court system
8.2.2	Identify the participants in the court system
8.2.3	Identify the roles and responsibilities of the participants
PERFORMANCE STANDARD 8.3:	**IDENTIFY COURTROOM PROCESSES/DEMEANOR**
8.3.1	Explain the primary purpose of testimony
8.3.2	Determined the importance of reviewing notes and reports prior to court
8.3.3	Interpret the necessity of objective, complete the truthful answering of testimony
8.3.4	Recognize the professional appearance, attitude and conduct when testifying
8.3.5	Explore the different procedures and hearings that an officer may testify in
8.3.6	Analyze cross-examination tactics and effective responses
8.3.7	Explain the need to maintain professional interaction with the prosecutor and defense attorney
8.3.8	Identify the importance of a pre-trial conference with the prosecutor

CONTENT STANDARD 9.0: EXAMINE THE APPLICATION OF THE USE OF FORCE	
PERFORMANCE STANDARD 9.1: ANALYZE USE OF FORCE CONCEPTS	
9.1.1	Identify the levels of force
9.1.2	Identify and explain the different use of force guidelines available to agencies
9.1.3	Define and explain excessive force
9.1.4	Define and explain deadly force
9.1.5	Define and explain the reasonableness of force
9.1.6	Explain liability issues associated with the use of force
9.1.7	Analyze court cases involving the use of force
9.1.8	Assess the tools available to law enforcement relative to the use of force
9.1.9	Demonstrate the critical-thinking skills necessary in the application of use of force

CONTENT STANDARD 10.0: ANALYZE PATROL FUNCTIONS	
PERFORMANCE STANDARD 10.1: ASSESS THE RESPONSIBILITIES OF PATROL	
10.1.1	Identify the role of patrol in law enforcement
10.1.2	Analyze the different types of specialized units available to patrol
10.1.3	Explain the functions of the various specialized units
10.1.4	Identify the different requirements necessary to qualify for these positions
10.1.5	Analyze the ways in which these units contribute to the effectiveness of patrol
PERFORMANCE STANDARD 10.2: INTERPRET DIRECTED PATROL	
10.2.1	Define directed patrol
10.2.2	Analyze directed enforcement areas
10.2.3	Assess factors that determine the focus of directed patrol
PERFORMANCE STANDARD 10.3: CREATE EFFECTIVE POLICE REPORTS	
10.3.1	Understand the importance of reports
10.3.2	Identify different types of reports
10.3.3	Understand the importance of writing complete, clear, and concise reports
10.3.4	Identify the six elements of report writing
10.3.5	Identify and demonstrate characteristics of effective report writing
10.3.6	Describe the importance of effective grammar
PERFORMANCE STANDARD 10.4: EVALUATE CRISIS INTERVENTION	
10.4.1	Define crisis
10.4.2	Evaluate the four stages of a crisis
10.4.3	Understand the different types of mental illnesses and their effects
10.4.4	Analyze the behaviors associated with the effects of drug and alcohol use
10.4.5	Understand the type of crisis intervention training available for law enforcement personnel
10.4.6	Analyze appropriate responses to crisis
10.4.7	Explain the impact crisis intervention training has had on the community

PERFORMANCE STANDARD 10.5: ANALYZE COMMUNITY POLICING	
10.5.1	Explain concepts of community oriented-policing and problem-oriented policing
10.5.2	Identify the three core components
10.5.3	Define problem-solving concepts
10.5.4	Define and demonstrate the Scanning, Analysis Response and Assessment (SARA) problem solving model
10.5.5	Discuss partnerships and their importance in community policing
10.5.6	Apply community-oriented policing to different scenarios

CONTENT STANDARD 11.0: UNDERSTAND PROCEDURES IN DIVERSITY	
PERFORMANCE STANDARD 11.1: EMPLOY CONCEPTS OF DIVERSITY	
11.1.1	Analyze cultural diversity and its impact on law enforcement
11.1.2	Understand the importance of diverse and multicultural representation in law enforcement
11.1.3	Examine law enforcement solutions to language barriers
11.1.4	Identify accommodations used to assist individuals with disabilities

CONTENT STANDARD 12.0: APPLY CONCEPTS OF INTERVIEWS AND INTERROGATIONS	
PERFORMANCE STANDARD 12.1: EMPLOY EFFECTIVE USE OF COMMUNICATION	
12.1.1	Analyze the legal and cultural differences in communications
12.1.2	Identify and demonstrate effective listening skills
12.1.3	Identify and demonstrate effective interview techniques
12.1.4	Assess and apply conflict resolution techniques
PERFORMANCE STANDARD 12.2: DEMONSTRATE THE KNOWLEDGE OF THE BASIC TYPES OF INTERVIEWS AND INTERROGATIONS	
12.2.1	Compare and contrast interviews and interrogations
12.2.2	Define and explain interview types
12.2.3	Analyze interview and interrogation methodologies and techniques
12.2.4	Demonstrate an understanding the types of interviewing techniques

CONTENT STANDARD 13.0: APPLY CONCEPTS OF INVESTIGATIONS

PERFORMANCE STANDARD 13.1: APPLY CONCEPTS OF CRIME SCENE INVESTIGATIONS

13.1.1	Identify and define a crime scene
13.1.2	State the definition of evidence
13.1.3	Demonstrate appropriate crime scene documentation
13.1.4	Demonstrate the ability to preserve and protect evidence
13.1.5	Identify use of modern techniques to collect evidence
13.1.6	Demonstrate correct packaging for evidence collection
13.1.7	Define and explain the importance of the “chain of custody”

PERFORMANCE STANDARD 13.2: UNDERSTAND INVESTIGATIVE RESPONSIBILITIES

13.2.1	State the importance of scene safety and administration of medical aid to injured persons
13.2.2	Analyze information to determine whether a crime has occurred
13.2.3	State the types of information that should be gathered from suspects and witnesses
13.2.4	Collect any and all information available to write a clear and accurate report
13.2.5	Demonstrate technical skills used during investigations

PERFORMANCE STANDARD 13.3: DISTINGUISH CRIMES AGAINST PERSONS

13.3.1	Define elements of crimes against persons
13.3.2	Identify elements of death investigations
13.3.3	Classify physical crimes against persons
13.3.4	Identify special enhancements to crimes
13.3.5	Identify *modus operandi* in crimes against persons
13.3.6	Evaluate for the presence of domestic violence, child abuse and neglect

PERFORMANCE STANDARD 13.4: DISTINGUISH PROPERTY CRIMES

13.4.1	Define elements of property crimes
13.4.2	Classify property crimes
13.4.3	Identify important evidence in crimes of property
13.4.4	Identify *modus operandi* in property crimes

CONTENT STANDARD 14.0: UNDERSTAND VICTIMIZATION AND LAW ENFORCEMENT RESPONSE	
PERFORMANCE STANDARD 14.1: IDENTIFY VICTIMIZATION	
14.1.1	Define victimization and analyze the effects on the victim
14.1.2	Identify secondary victimization
14.1.3	Analyze the interactions between victims and the criminal justice system
14.1.4	Evaluate resources available to victims
PERFORMANCE STANDARD 14.2: EVALUATE PERSONAL SAFETY	
14.2.1	Identify components of risk assessment
14.2.2	Conduct a risk assessment
14.2.3	Critique strategies used to increase personal safety
PERFORMANCE STANDARD 14.3: ANALYZE CRIME PREVENTION	
14.3.1	Explain importance of crime prevention
14.3.2	Evaluate proactive/reactive police techniques
14.3.3	Categorize police actions into proactive/reactive responses

CONTENT STANDARD 15.0: IMPLEMENTING HEALTH AND WELLNESS	
PERFORMANCE STANDARD 15.1: UTILIZE STRESS MANAGEMENT	
15.1.1	Explain stress and its effects on the human body and mind
15.1.2	Identify stressors unique to public safety
15.1.3	Describe the signs and symptoms of distress
15.1.4	Evaluate ways to manage stress and burnout
15.1.5	Describe critical incident stress and its place in public safety
15.1.6	Identify resources available to assist personnel in crisis intervention and counseling
PERFORMANCE STANDARD 15.2: EXAMINE ROLE OF PHYSICAL HEALTH	
15.2.1	Evaluate the importance of good physical health and wellness practices
15.2.2	Identify ways in which law enforcement personnel can practice healthy living

CONTENT STANDARD 16.0: APPLY EMERGENCY MANAGEMENT	
PERFORMANCE STANDARD 16.1: EVALUATE COMPONENTS OF THE NATIONAL INCIDENT MANAGEMENT SYSTEM (NIMS)	
16.1.1	Assess emergency and/or disaster situations
16.1.2	Define National Incident Management System (NIMS)
16.1.3	Assess all levels of government of NIMS
16.1.4	Evaluate the five major components of NIMS
16.1.5	Differentiate the three key elements of NIMS
16.1.6	Describe law enforcement protocols and procedures designed to handle incidents related to homeland security, terrorism and other disaster situations
PERFORMANCE STANDARD 16.2: ANALYZE COMPONENTS OF AN INCIDENT COMMAND SYSTEM (ICS)	
16.2.1	Define the principles of Incident Command System (ICS)
16.2.2	Describe the five major functional areas of ICS
16.2.3	Explain the roles of ICS
16.2.4	Create an ICS response plan

CONTENT STANDARD 17.0: EXPLORE CAREER OPPORTUNITIES AVAILABLE	
PERFORMANCE STANDARD 17.1: EXAMINE THE FIELD OF EMERGENCY COMMUNICATIONS	
17.1.1	Determine the careers within emergency communications
17.1.2	Critique the skill set necessary for a successful career in emergency communications
17.1.3	Evaluate the qualifications required for the role of a public safety operator or dispatcher
17.1.4	Assess the importance of effective communications to field personnel
PERFORMANCE STANDARD 17.2: UNDERSTANDING CIVILIAN SUPPORT POSITIONS	
17.2.1	Describe the various civil professionals within law enforcement
17.2.2	Examine civilian career opportunities available within law enforcement
17.2.3	Recognize the requirements for civilian employment and the opportunity for career advancement
17.2.4	Evaluate the way in which civilian positions contribute to the success of an agency
PERFORMANCE STANDARD 17.3: EXAMINE VARIOUS AREAS/DEPARTMENTS	
17.3.1	Define divisions within law enforcement departments
17.3.2	Understand the ability to promote lateral transfer between disciplines of law
17.3.3	Analyze the skill sets needed for specific areas of policing
PERFORMANCE STANDARD 17.4: DIFFERENTIATE AGENCIES	
17.4.1	Identify the numerous agencies within each level of law enforcement
17.4.2	Analyze the jurisdictions of law enforcement agencies (LEA) of local, state, federal and international agencies
17.4.3	Evaluate the roles and responsibilities of various law enforcement agencies
17.4.4	Analyze the requirements and education necessary for various agencies

CONTENT STANDARD 18.0: EXPLORING AGENCY SUPPORT ROLES	
PERFORMANCE STANDARD 18.1: EXAMINE THE ADVANTAGES OF LAW ENFORCEMENT SUPPORT	
18.1.1	Explain the roles of support agencies
18.1.2	Define how support agencies interact with law enforcement
18.1.3	Demonstrate how support agencies collaborate on investigations
18.1.4	Identify the importance of support agencies
18.1.5	Describe the role of various support agencies for law enforcement
PERFORMANCE STANDARD 18.2: IDENTIFY QUALITY CONTROL SYSTEMS AND PRACTICES	
18.2.1	Analyze the benefits of quality control systems and practices
18.2.2	Evaluate the necessity and benefits of continuing education programs
18.2.3	Identify elements of effective case review feedback

CROSSWALK AND ALIGNMENTS OF LAW ENFORCEMENT STANDARDS AND THE NEVADA ACADEMIC CONTENT STANDARDS AND THE COMMON CAREER TECHNICAL CORE STANDARDS

CROSSWALK (ACADEMIC STANDARDS)

The crosswalk of the Law Enforcement Standards shows links to the Nevada Academic Content Standards in Science (based on the Next Generation Science Standards – Disciplinary Core Ideas Arrangement) and the English Language Arts and Mathematics (based on the Common Core State Standards). The crosswalk identifies the performance indicators in which the learning objectives in the Law Enforcement program support academic learning. The performance indicators are grouped according to their content standard and are crosswalked to the Nevada Academic Content Standards in Science, English Language Arts, and Mathematics.

ALIGNMENTS (MATHEMATICAL PRACTICES)

In addition to correlation with the Nevada Academic Content Standards for Mathematics, many performance indicators support the Mathematical Practices. The following table illustrates the alignment of the Law Enforcement Standards Performance Indicators and the Mathematical Practices. This alignment identifies the performance indicators in which the learning objectives in the Law Enforcement program support academic learning.

CROSSWALK (COMMON CAREER TECHNICAL CORE)

The crosswalk of the Law Enforcement Standards shows links to the Common Career Technical Core. The crosswalk identifies the performance indicators in which the learning objectives in the Law Enforcement program support the Common Career Technical Core. The Common Career Technical Core defines what students should know and be able to do after completing instruction in a program of study. The Law Enforcement Standards are crosswalked to the Health & Public Safety Career Cluster™ and the Law Enforcement Career Pathway.

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CROSSWALK OF LAW ENFORCEMENT STANDARDS AND THE NEVADA ACADEMIC CONTENT STANDARDS

CONTENT STANDARD 1.0: COMPREHEND THE HISTORICAL DEVELOPMENTS OF LAW ENFORCEMENT

Performance Indicators	Nevada Academic Content Standards
1.1.1	**English Language Arts: Writing Standards for Literacy in Science and Technical Subjects** WHST.11-12.8 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 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.
1.1.3	**English Language Arts: Reading Standards for Literacy in Science and Technical Subjects** RST.11-12.9 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. **English Language Arts: Writing Standards for Literacy in Science and Technical Subjects** WHST.11-12.8 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 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.
1.2.2	**English Language Arts: Reading Standards for Literacy in Science and Technical Subjects** RST.11-12.9 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. **English Language Arts: Writing Standards for Literacy in Science and Technical Subjects** WHST.11-12.8 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 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.
1.3.2	**English Language Arts: Reading Standards for Literacy in Science and Technical Subjects** RST.11-12.7 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.
1.3.3	**English Language Arts: Reading Standards for Literacy in Science and Technical Subjects** RST.11-12.9 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. **English Language Arts: Writing Standards for Literacy in Science and Technical Subjects** WHST.11-12.8 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 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.

1.4.1	**English Language Arts: Reading Standards for Informational Text** RI.11-12.3 Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text. **English Language Arts: Reading Standards for Literacy in Science and Technical Subjects** RST.11-12.9 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. **English Language Arts: Writing Standards for Literacy in Science and Technical Subjects** WHST.11-12.8 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 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.

CONTENT STANDARD 2.0: IDENTIFY KEY ORGANIZATIONAL SYSTEMS

Performance Indicators	Nevada Academic Content Standards
2.1.1	**English Language Arts: Reading Standards for Literacy in Science and Technical Subjects** RST.11-12.9 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. **English Language Arts: Writing Standards for Literacy in Science and Technical Subjects** WHST.11-12.8 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 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. **English Language Arts: Speaking and Listening Standards** SL.11-12.4 Present information, findings, and supporting evidence, conveying a clear and distinct perspective, 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.
2.1.2	**English Language Arts: Language Standards** L.11-12.6 Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression. **English Language Arts: Writing Standards for Literacy in Science and Technical Subjects** WHST.11-12.8 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 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. **English Language Arts: Speaking and Listening Standards** SL.11-12.1a 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.
2.2.1	**English Language Arts: Language Standards** L.11-12.6 Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression. **English Language Arts: Reading Standards for Literacy in Science and Technical Subjects** RST.11-12.9 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. **English Language Arts: Writing Standards for Literacy in Science and Technical Subjects** WHST.11-12.8 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 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. **English Language Arts: Speaking and Listening Standards** SL.11-12.1a 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. SL.11-12.4 Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are

CONTENT STANDARD 3.0: UNDERSTAND THE IMPORTANCE OF HEALTH, SAFETY AND ENVIRONMENT

Performance Indicators	Nevada Academic Content Standards
3.1.1	**English Language Arts: Writing Standards for Literacy in Science and Technical Subjects** WHST.11-12.8 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 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.
3.3.3	**English Language Arts: Reading Standards for Literacy in Science and Technical Subjects** RST.11-12.9 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. **English Language Arts: Writing Standards for Literacy in Science and Technical Subjects** WHST.11-12.8 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 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.

CONTENT STANDARD 4.0: IMPLEMENT EFFECTIVE COMMUNICATION SKILLS

Performance Indicators	Nevada Academic Content Standards
4.2.2	**English Language Arts: Writing Standards for Literacy in Science and Technical Subjects** WHST.11-12.8 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 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.
4.2.3	**English Language Arts: Writing Standards for Literacy in Science and Technical Subjects** WHST.11-12.8 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 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. **English Language Arts: Speaking and Listening Standards** SL.11-12.1a 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.
4.2.4	**English Language Arts: Speaking and Listening Standards** SL.11-12.1d 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. SL.11-12.6 Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. (See grades 11–12 Language standards 1 and 3 on page 54 for specific expectations.)
4.3.2	**English Language Arts: Writing Standards for Literacy in Science and Technical Subjects** WHST.11-12.8 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 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.

CONTENT STANDARD 5.0: UNDERSTAND IMPORTANCE OF ETHICS AND LEGAL RESPONSIBILITIES

Performance Indicators	Nevada Academic Content Standards
5.2.1	**English Language Arts: Writing Standards for Literacy in Science and Technical Subjects** WHST.11-12.8 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 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.
5.2.2	**English Language Arts: Speaking and Listening Standards** SL.11-12.4 Present information, findings, and supporting evidence, conveying a clear and distinct perspective, 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.
5.2.3	**English Language Arts: Writing Standards for Literacy in Science and Technical Subjects** WHST.11-12.8 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 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. **English Language Arts: Speaking and Listening Standards** SL.11-12.4 Present information, findings, and supporting evidence, conveying a clear and distinct perspective, 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.
5.3.1	**English Language Arts: Writing Standards for Literacy in Science and Technical Subjects** WHST.11-12.8 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 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. **English Language Arts: Speaking and Listening Standards** SL.11-12.1a 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. SL.11-12.4 Present information, findings, and supporting evidence, conveying a clear and distinct perspective, 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.
5.3.2	**English Language Arts: Language Standards** L.11-12.6 Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression. **English Language Arts: Writing Standards for Literacy in Science and Technical Subjects** WHST.11-12.8 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 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. **English Language Arts: Speaking and Listening Standards** SL.11-12.1a 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.

5.3.3	**English Language Arts: Writing Standards for Literacy in Science and Technical Subjects** WHST.11-12.8 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 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.
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5.3.5	**English Language Arts: Writing Standards for Literacy in Science and Technical Subjects** WHST.11-12.8 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 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.
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CONTENT STANDARD 6.0: DEMONSTRATE LEADERSHIP AND TEAMWORK

Performance Indicators	Nevada Academic Content Standards
6.1.1	**English Language Arts: Writing Standards for Literacy in Science and Technical Subjects** WHST.11-12.8 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 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.
6.1.3	**English Language Arts: Speaking and Listening Standards** SL.11-12.1d 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. SL.11-12.6 Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. (See grades 11–12 Language standards 1 and 3 on page 54 for specific expectations.)
6.2.3	**English Language Arts: Speaking and Listening Standards** SL.11-12.1d 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. SL.11-12.6 Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. (See grades 11–12 Language standards 1 and 3 on page 54 for specific expectations.)

CONTENT STANDARD 7.0: DESCRIBE THE LAWS AND LEGAL PROCESS

Performance Indicators	Nevada Academic Content Standards
7.1.1	**English Language Arts: Writing Standards for Literacy in Science and Technical Subjects** WHST.11-12.8 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 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.
7.1.2	**English Language Arts: Writing Standards for Literacy in Science and Technical Subjects** WHST.11-12.8 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 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. **English Language Arts: Speaking and Listening Standards** SL.11-12.1a 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.
7.1.4	**English Language Arts: Speaking and Listening Standards** SL.11-12.1a 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. SL.11-12.4 Present information, findings, and supporting evidence, conveying a clear and distinct perspective, 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.
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7.2.4	**English Language Arts: Language Standards** L.11-12.6 Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression. **English Language Arts: Writing Standards for Literacy in Science and Technical Subjects** WHST.11-12.8 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 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. **English Language Arts: Speaking and Listening Standards** SL.11-12.1a 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.

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7.4.4	**English Language Arts: Reading Standards for Literacy in Science and Technical Subjects** RST.11-12.9 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. **English Language Arts: Writing Standards for Literacy in Science and Technical Subjects** WHST.11-12.8 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 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. **English Language Arts: Speaking and Listening Standards** SL.11-12.4 Present information, findings, and supporting evidence, conveying a clear and distinct perspective, 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.
7.5.1	**English Language Arts: Reading Standards for Literacy in Science and Technical Subjects** RST.11-12.5 Analyze how the text structures information or ideas into categories or hierarchies, demonstrating understanding of the information or ideas. **English Language Arts: Writing Standards for Literacy in Science and Technical Subjects** WHST.11-12.8 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 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.

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CONTENT STANDARD 8.0: EVALUATE THE CRIMINAL JUSTICE SYSTEM

Performance Indicators	Nevada Academic Content Standards
8.1.4	**English Language Arts: Writing Standards for Literacy in Science and Technical Subjects** WHST.11-12.8 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 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. **English Language Arts: Speaking and Listening Standards** SL.11-12.4 Present information, findings, and supporting evidence, conveying a clear and distinct perspective, 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.
8.2.1	**English Language Arts: Reading Standards for Literacy in Science and Technical Subjects** RST.11-12.5 Analyze how the text structures information or ideas into categories or hierarchies, demonstrating understanding of the information or ideas. **English Language Arts: Writing Standards for Literacy in Science and Technical Subjects** WHST.11-12.8 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 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.
8.3.1	**English Language Arts: Language Standards** L.11-12.6 Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression. **English Language Arts: Writing Standards for Literacy in Science and Technical Subjects** WHST.11-12.8 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 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. **English Language Arts: Speaking and Listening Standards** SL.11-12.1a 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.
8.3.2	**English Language Arts: Reading Standards for Literacy in Science and Technical Subjects** RST.11-12.7 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.
8.3.4	**English Language Arts: Reading Standards for Literacy in Science and Technical Subjects** RST.11-12.9 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. **English Language Arts: Writing Standards for Literacy in Science and Technical Subjects** WHST.11-12.8 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 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.

8.3.5	**English Language Arts: Reading Standards for Informational Text** RI.11-12.3 Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text. **English Language Arts: Writing Standards for Literacy in Science and Technical Subjects** WHST.11-12.8 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 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. **English Language Arts: Speaking and Listening Standards** SL.11-12.1a 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.
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CONTENT STANDARD 9.0: EXAMINE THE APPLICATION OF THE USE OF FORCE

Performance Indicators	Nevada Academic Content Standards
9.1.6	**English Language Arts: Language Standards** L.11-12.6 Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression. **English Language Arts: Writing Standards for Literacy in Science and Technical Subjects** WHST.11-12.8 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 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. **English Language Arts: Speaking and Listening Standards** SL.11-12.1a 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. SL.11-12.6 Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. (See grades 11–12 Language standards 1 and 3 on page 54 for specific expectations.)
9.1.7	**English Language Arts: Reading Standards for Literacy in Science and Technical Subjects** RST.11-12.7 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. **English Language Arts: Writing Standards for Literacy in Science and Technical Subjects** WHST.11-12.8 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 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.
9.1.8	**English Language Arts: Reading Standards for Literacy in Science and Technical Subjects** RST.11-12.7 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. **English Language Arts: Writing Standards for Literacy in Science and Technical Subjects** WHST.11-12.8 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 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.
9.1.9	**English Language Arts: Language Standards** L.11-12.6 Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression. **English Language Arts: Writing Standards for Literacy in Science and Technical Subjects** WHST.11-12.8 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 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.

CONTENT STANDARD 10.0: ANALYZE PATROL FUNCTIONS

Performance Indicators	Nevada Academic Content Standards
10.1.2	**English Language Arts: Reading Standards for Literacy in Science and Technical Subjects** RST.11-12.7 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. **English Language Arts: Writing Standards for Literacy in Science and Technical Subjects** WHST.11-12.8 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 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.
10.1.3	**English Language Arts: Language Standards** L.11-12.6 Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression. **English Language Arts: Writing Standards for Literacy in Science and Technical Subjects** WHST.11-12.8 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 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. **English Language Arts: Speaking and Listening Standards** SL.11-12.4 Present information, findings, and supporting evidence, conveying a clear and distinct perspective, 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.
10.1.5	**English Language Arts: Reading Standards for Literacy in Science and Technical Subjects** RST.11-12.7 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. **English Language Arts: Writing Standards for Literacy in Science and Technical Subjects** WHST.11-12.8 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 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.
10.2.2	**English Language Arts: Reading Standards for Literacy in Science and Technical Subjects** RST.11-12.7 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. **English Language Arts: Writing Standards for Literacy in Science and Technical Subjects** WHST.11-12.8 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 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.
10.2.3	**English Language Arts: Writing Standards for Literacy in Science and Technical Subjects** WHST.11-12.8 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 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.

10.3.5	**English Language Arts: Language Standards** L.11-12.6 Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression. **English Language Arts: Writing Standards for Literacy in Science and Technical Subjects** WHST.11-12.8 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 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.
10.3.6	**English Language Arts: Writing Standards for Literacy in Science and Technical Subjects** WHST.11-12.8 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 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.
10.4.2	**English Language Arts: Reading Standards for Literacy in Science and Technical Subjects** RST.11-12.7 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. **English Language Arts: Writing Standards for Literacy in Science and Technical Subjects** WHST.11-12.8 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 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.
10.4.4	**English Language Arts: Reading Standards for Literacy in Science and Technical Subjects** RST.11-12.7 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. **English Language Arts: Writing Standards for Literacy in Science and Technical Subjects** WHST.11-12.8 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 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.
10.4.6	**English Language Arts: Reading Standards for Literacy in Science and Technical Subjects** RST.11-12.7 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. **English Language Arts: Writing Standards for Literacy in Science and Technical Subjects** WHST.11-12.8 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 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.

10.4.7	**English Language Arts: Language Standards** L.11-12.6 Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression. **English Language Arts: Writing Standards for Literacy in Science and Technical Subjects** WHST.11-12.8 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 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. **English Language Arts: Speaking and Listening Standards** SL.11-12.1a 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.
10.5.1	**English Language Arts: Language Standards** L.11-12.6 Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression. **English Language Arts: Writing Standards for Literacy in Science and Technical Subjects** WHST.11-12.8 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 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. **English Language Arts: Speaking and Listening Standards** SL.11-12.1a 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.
10.5.4	**English Language Arts: Language Standards** L.11-12.6 Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression. **English Language Arts: Writing Standards for Literacy in Science and Technical Subjects** WHST.11-12.8 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 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. **English Language Arts: Speaking and Listening Standards** SL.11-12.1a 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.
10.5.5	**English Language Arts: Speaking and Listening Standards** SL.11-12.4 Present information, findings, and supporting evidence, conveying a clear and distinct perspective, 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.

CONTENT STANDARD 11.0: UNDERSTAND PROCEDURES IN DIVERSITY

Performance Indicators	Nevada Academic Content Standards
11.1.1	**English Language Arts: Reading Standards for Literacy in Science and Technical Subjects** RST.11-12.7 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. **English Language Arts: Writing Standards for Literacy in Science and Technical Subjects** WHST.11-12.8 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 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.

CONTENT STANDARD 12.0: APPLY CONCEPTS OF INTERVIEWS AND INTERROGATIONS

Performance Indicators	Nevada Academic Content Standards
12.1.1	**English Language Arts: Reading Standards for Literacy in Science and Technical Subjects** RST.11-12.7 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. **English Language Arts: Writing Standards for Literacy in Science and Technical Subjects** WHST.11-12.8 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 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.
12.1.2	**English Language Arts: Language Standards** L.11-12.6 Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression. **English Language Arts: Writing Standards for Literacy in Science and Technical Subjects** WHST.11-12.8 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 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. **English Language Arts: Speaking and Listening Standards** SL.11-12.6 Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. (See grades 11–12 Language standards 1 and 3 on page 54 for specific expectations.)
12.1.3	**English Language Arts: Language Standards** L.11-12.6 Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression. **English Language Arts: Writing Standards for Literacy in Science and Technical Subjects** WHST.11-12.8 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 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. **English Language Arts: Speaking and Listening Standards** SL.11-12.6 Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. (See grades 11–12 Language standards 1 and 3 on page 54 for specific expectations.)
12.1.4	**English Language Arts: Writing Standards for Literacy in Science and Technical Subjects** WHST.11-12.8 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 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.

12.2.1	**English Language Arts: Language Standards** L.11-12.6 Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression. **English Language Arts: Writing Standards for Literacy in Science and Technical Subjects** WHST.11-12.8 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 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. **English Language Arts: Speaking and Listening Standards** SL.11-12.4 Present information, findings, and supporting evidence, conveying a clear and distinct perspective, 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.
12.2.3	**English Language Arts: Reading Standards for Literacy in Science and Technical Subjects** RST.11-12.7 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. **English Language Arts: Writing Standards for Literacy in Science and Technical Subjects** WHST.11-12.8 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 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.
12.2.4	**English Language Arts: Speaking and Listening Standards** SL.11-12.4 Present information, findings, and supporting evidence, conveying a clear and distinct perspective, 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.

CONTENT STANDARD 13.0: APPLY CONCEPTS OF INVESTIGATIONS

Performance Indicators	Nevada Academic Content Standards
13.1.3	**English Language Arts: Language Standards** L.11-12.6 Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression. **English Language Arts: Writing Standards for Literacy in Science and Technical Subjects** WHST.11-12.8 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 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.
13.1.4	**English Language Arts: Language Standards** L.11-12.6 Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression. **English Language Arts: Reading Standards for Literacy in Science and Technical Subjects** RST.11-12.9 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. **English Language Arts: Writing Standards for Literacy in Science and Technical Subjects** WHST.11-12.8 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 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.
13.2.2	**English Language Arts: Reading Standards for Literacy in Science and Technical Subjects** RST.11-12.7 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. **English Language Arts: Writing Standards for Literacy in Science and Technical Subjects** WHST.11-12.8 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 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.
13.2.5	**English Language Arts: Writing Standards for Literacy in Science and Technical Subjects** WHST.11-12.8 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 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.
13.3.6	**English Language Arts: Writing Standards for Literacy in Science and Technical Subjects** WHST.11-12.8 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 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.

CONTENT STANDARD 14.0: UNDERSTAND VICTIMIZATION AND LAW ENFORCEMENT RESPONSE

Performance Indicators	Nevada Academic Content Standards
14.1.3	**English Language Arts: Writing Standards for Literacy in Science and Technical Subjects** WHST.11-12.8 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 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.
14.1.4	**English Language Arts: Writing Standards for Literacy in Science and Technical Subjects** WHST.11-12.8 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 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.
14.2.3	**English Language Arts: Writing Standards for Literacy in Science and Technical Subjects** WHST.11-12.8 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 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. **English Language Arts: Speaking and Listening Standards** SL.11-12.3 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.
14.3.1	**English Language Arts: Speaking and Listening Standards** SL.11-12.1a 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.
14.3.2	**English Language Arts: Reading Standards for Literacy in Science and Technical Subjects** RST.11-12.7 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.

CONTENT STANDARD 15.0: IMPLEMENTING HEALTH AND WELLNESS

Performance Indicators	Nevada Academic Content Standards
15.1.1	**English Language Arts: Writing Standards for Literacy in Science and Technical Subjects** WHST.11-12.7 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.
15.1.3	**English Language Arts: Speaking and Listening Standards** SL.11-12.1a 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.
15.1.4	**English Language Arts: Reading Standards for Literacy in Science and Technical Subjects** RST.11-12.7 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. **English Language Arts: Writing Standards for Literacy in Science and Technical Subjects** WHST.11-12.7 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.
15.1.5	**English Language Arts: Writing Standards for Literacy in Science and Technical Subjects** WHST.11-12.8 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 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.
15.2.1	**English Language Arts: Reading Standards for Literacy in Science and Technical Subjects** RST.11-12.7 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. **English Language Arts: Writing Standards for Literacy in Science and Technical Subjects** WHST.11-12.8 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 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.

CONTENT STANDARD 16.0: APPLY EMERGENCY MANAGEMENT

Performance Indicators	Nevada Academic Content Standards
16.1.1	**English Language Arts: Reading Standards for Literacy in Science and Technical Subjects** RST.11-12.7 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. **English Language Arts: Writing Standards for Literacy in Science and Technical Subjects** WHST.11-12.7 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.
16.1.3	**English Language Arts: Writing Standards for Literacy in Science and Technical Subjects** WHST.11-12.7 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.
16.1.4	**English Language Arts: Writing Standards for Literacy in Science and Technical Subjects** WHST.11-12.7 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.
16.1.6	**English Language Arts: Writing Standards for Literacy in Science and Technical Subjects** WHST.11-12.8 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 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. **English Language Arts: Speaking and Listening Standards** SL.11-12.1a 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.
16.2.2	**English Language Arts: Writing Standards for Literacy in Science and Technical Subjects** WHST.11-12.8 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 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. **English Language Arts: Speaking and Listening Standards** SL.11-12.1a 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.
16.2.3	**English Language Arts: Writing Standards for Literacy in Science and Technical Subjects** WHST.11-12.7 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. **English Language Arts: Speaking and Listening Standards** SL.11-12.1a 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.
16.2.4	**English Language Arts: Writing Standards for Literacy in Science and Technical Subjects** WHST.11-12.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

CONTENT STANDARD 17.0: EXPLORE CAREER OPPORTUNITIES AVAILABLE

Performance Indicators	Nevada Academic Content Standards
17.1.2	**English Language Arts: Writing Standards for Literacy in Science and Technical Subjects** WHST.11-12.7 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.
17.1.4	**English Language Arts: Reading Standards for Literacy in Science and Technical Subjects** RST.11-12.7 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. **English Language Arts: Writing Standards for Literacy in Science and Technical Subjects** WHST.11-12.7 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.
17.2.1	**English Language Arts: Speaking and Listening Standards** SL.11-12.1a 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.
17.2.2	**English Language Arts: Writing Standards for Literacy in Science and Technical Subjects** WHST.11-12.8 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 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.
17.2.4	**English Language Arts: Reading Standards for Literacy in Science and Technical Subjects** RST.11-12.7 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. **English Language Arts: Writing Standards for Literacy in Science and Technical Subjects** WHST.11-12.8 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 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. **English Language Arts: Speaking and Listening Standards** SL.11-12.1a 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.
17.3.3	**English Language Arts: Writing Standards for Literacy in Science and Technical Subjects** WHST.11-12.8 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 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.
17.4.2	**English Language Arts: Reading Standards for Literacy in Science and Technical Subjects** RST.11-12.7 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. **English Language Arts: Writing Standards for Literacy in Science and Technical Subjects** WHST.11-12.7 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.

17.4.3	**English Language Arts: Writing Standards for Literacy in Science and Technical Subjects** WHST.11-12.7 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.
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CONTENT STANDARD 18.0: EXPLORING AGENCY SUPPORT ROLES

Performance Indicators	Nevada Academic Content Standards
18.1.1	**English Language Arts: Speaking and Listening Standards** SL.11-12.1a 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.
18.1.3	**English Language Arts: Reading Standards for Literacy in Science and Technical Subjects** RST.11-12.9 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. **English Language Arts: Writing Standards for Literacy in Science and Technical Subjects** WHST.11-12.7 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. **English Language Arts: Speaking and Listening Standards** SL.11-12.1a 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.
18.1.5	**English Language Arts: Writing Standards for Literacy in Science and Technical Subjects** WHST.11-12.8 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 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. **English Language Arts: Speaking and Listening Standards** SL.11-12.1a 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.
18.2.1	**English Language Arts: Writing Standards for Literacy in Science and Technical Subjects** WHST.11-12.8 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 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.
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ALIGNMENT OF LAW ENFORCEMENT STANDARDS AND THE MATHEMATICAL PRACTICES

Common Core Mathematical Practices	Law Enforcement Performance Indicators
1. Make sense of problems and persevere in solving them.	
2. Reason abstractly and quantitatively.	
3. Construct viable arguments and critique the reasoning of others.	
4. Model with mathematics.	
5. Use appropriate tools strategically.	
6. Attend to precision.	
7. Look for and make use of structure.	
8. Look for and express regularity in repeated reasoning.	

CROSSWALKS OF LAW ENFORCEMENT STANDARDS AND THE COMMON CAREER TECHNICAL CORE

Law, Public Safety, Corrections & Security Career Cluster™ (LW)	Performance Indicators
1. Analyze the nature and scope of the Law, Public Safety, Corrections & Security Career Cluster™ and the role law, public safety, corrections and security play in society and the economy.	1.3.1; 2.1.1; 3.1.2; 4.3.1 4.3.2; 17.1.1
2. Formulate ideas, proposals and solutions to ensure effective and efficient delivery of law, public safety, corrections and/or security services.	5.2.3; 7.1.3; 10.5.5 14.1.1
3. Assess and implement measures to maintain safe and healthy working conditions in a law, public safety, corrections and/or security environment.	2.2.1; 13.2.1; 14.2.3 15.2.2
4. Conduct law, public safety, corrections and security work tasks in accordance with employee and employer rights, obligations and responsibilities, including occupational safety and health requirements.	3.1.1; 13.2.1; 14.1.4
5. Analyze the various laws, ordinances, regulations and organizational rules that apply to careers in law, public safety, corrections and security.	2.2.2; 5.1.1; 18.1.5
6. Describe various career opportunities and means to those opportunities in each of the Law, Public Safety, Corrections & Security Career Pathways.	2.1.3; 17.1.1; 17.2.1 17.3.1; 18.1.1
Law Enforcement Services Career Pathway (LW-ENF)	**Performance Indicators**
1. Demonstrate effective communication skills (e.g., writing, speaking, listening and nonverbal communication) required in law enforcement.	3.1.4; 4.2.3; 10.3.3 10.3.5; 12.1.1 - 12.1.3
2. Demonstrate proficiency in the operation of communication equipment used in an emergency telecommunications center.	3.1.4; 4.1.3; 17.1.2
3. Utilize anger and conflict management strategies to resolve problems in law enforcement settings.	5.1.1; 15.1.4; 15.2.1
4. Model behaviors that exhibit integrity and commitment to a code of conduct and ethics for law enforcement professionals.	6.1.2 - 6.1.3; 15.2.1
5. Analyze the impact of federal, state and local laws on law enforcement procedures.	3.2.1, 3.2.2; 7.1.1; 7.3.1 7.4.1
6. Execute established procedures to avoid the violation of the rights guaranteed by the Fourth, Fifth, Sixth and Fourteenth Amendments.	5.1.1; 7.2.3, 7.2.4; 7.5.1; 7.5.5
7. Manage crime and loss prevention programs in collaboration with the community.	7.4.5; 13.1.4; 14.3.1
8. Explain the appropriate techniques for managing crisis situations in order to maintain public safety.	3.3.4; 5.2.1; 9.1.1 10.4.5; 10.4.7
9. Evaluate for the signs of domestic violence, child abuse and neglect.	13.3.1; 14.1.1
10. Demonstrate the routine day-to-day tasks conducted by various law enforcement agencies.	7.5.6; 17.3.3; 18.1.5
11. Describe law enforcement protocols and procedures designed to handle incidents related to homeland security, terrorism and other disaster situations.	9.1.2; 10.4.5, 10.4.6 16.1.1
12. Demonstrate the procedures to properly protect, document and process the crime scene and all related evidence.	2.2.1; 5.2.1; 17.3.3
13. Demonstrate procedures to assist individuals requiring special assistance from law enforcement personnel.	4.1.2; 4.2.1; 11.1.3 11.1.4; 13.3.4
14. Describe the behavioral symptoms of drug use and the inherent dangers associated with handling dangerous drugs.	5.2.3; 13.2.1