Common Core Standards:

Writing (Grades 9-12)
1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

Language (Grades 9-12)
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.

Reading (Grades 9-12)
1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

2. Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.

Common Career Technical Core

Law Enforcement Services Career Pathway [LW-ENF]
1. Demonstrate effective communication skills (e.g., writing, speaking, listening and nonverbal communication) required in law enforcement.
2. Utilize anger and conflict management strategies to resolve problems in law enforcement settings.
3. Analyze the impact of federal, state and local laws on law enforcement procedures.
4. Execute established procedures to avoid the violation of the rights guaranteed by the Fourth, Fifth, Sixth and Fourteenth Amendments.
5. Manage crime and loss prevention programs in collaboration with the community.
6. Explain the appropriate techniques for managing crisis situations in order to maintain public safety.
DC Social Studies Standards

Grades 9-12 Historical and Social Sciences Analysis Skills

HISTORICAL CHRONOLOGY AND INTERPRETATION

1. Students compare the present with the past, evaluating the consequences of past events and decisions and determining the lessons that were learned.

2. Students analyze how change happens at different rates at different times, understand that some aspects can change while others remain the same, and understand that change is complicated and affects not only technology and politics but also values and beliefs.

3. Students show the connections, causal and otherwise, between particular historical events and larger social, economic, and political trends and developments.

4. Students recognize the complexity of historical causes and effects, including the limitations on determining cause and effect.

5. Students distinguish intended from unintended consequences.

6. Students interpret past events and issues within the context in which an event unfolded rather than present-day norms and values.

7. Students understand the meaning, implication, and impact of historical events and recognize that events could have taken other directions.

HISTORICAL RESEARCH, EVIDENCE, AND POINT OF VIEW

4. Students construct and test hypotheses; collect, evaluate, and employ information from multiple primary and secondary sources; and apply it in oral and written presentations.

US Government 12th Grade

12.1.6 Understand that the Bill of Rights limits the powers of the federal government and state governments.

12.2. Students formulate questions about and defend their analyses of tensions within our constitutional democracy and the importance of maintaining a balance between the following concepts: majority rule and individual rights; liberty and equality; state and national authority in a federal system; civil disobedience and the rule of law; freedom of the press and the right to a fair trial; and the relationship of religion and government.
Virginia Standards of Learning (SOL)

Virginia & US Government

GOVT.1 The student will demonstrate skills for historical thinking, geographical analysis, economic decision making, and responsible citizenship by

a) planning inquiries by synthesizing information from diverse primary and secondary sources;

b) analyzing how political and economic trends influence public policy, using demographic information and other data sources;

c) comparing and contrasting historical, cultural, economic, and political perspectives;

e) constructing informed, analytic arguments, using evidence from multiple sources to introduce and support substantive and significant claims;

f) explaining how cause-and-effect relationships impact political and economic events;

g) taking knowledgeable, constructive action, individually and collaboratively, to address school, community, local, state, national, and global issues;

h) using a decision-making model to analyze the costs and benefits of a specific choice, considering incentives and possible consequences;

i) applying civic virtues and democratic principles to make collaborative decisions; and

j) communicating conclusions orally and in writing to a wide range of audiences, using evidence from multiple sources and citing specific sources.

GOVT.11 The student will apply social science skills to understand civil liberties and civil rights by

d) investigating and evaluating the balance between individual liberties and the public interest

e) examining how civil liberties and civil rights are protected under the law.

9th Grade English

9.6 The student will write in a variety of forms to include expository, persuasive, reflective, and analytic with an emphasis on persuasion and analysis.

e) Communicate clearly the purpose of the writing using a thesis statement.
Virginia Career & Technical Education Competencies

Criminal Justice I

65. Define crime prevention

69. Describe community policing

Criminal Justice II

57. Identify patrol methods