Common Core Standards:

Speaking and Listening (Grades 9-12)
1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.

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.

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 Informational Text (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.

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.

3. Utilize anger and conflict management strategies to resolve problems in law enforcement settings.

5. Analyze the impact of federal, state and local laws on law enforcement procedures.

6. Execute established procedures to avoid the violation of the rights guaranteed by the Fourth, Fifth, Sixth and Fourteenth Amendments.
DC Social Studies Standards

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.

12.4. Students summarize landmark U.S. Supreme Court interpretations of the Constitution and its amendments.

12.8. Students evaluate and take and defend positions on the scope and limits of rights and obligations as democratic citizens, the relationships among them, and how they are secured. 1. Discuss the meaning and importance of each of the rights guaranteed under the Bill of Rights and how each is secured (e.g., freedom of religion, speech, press, assembly, petition, and privacy).

Virginia Career & Technical Education Competencies

Criminal Justice I

57. Define the elements of a use-of-force continuum

58. Describe factors an officer must consider when faced with the use of deadly force

59. Describe standards required for the handling and use of deadly force weapon
Virginia Standards of Learning (SOL)

Virginia & US Government

GOVT.10 The student will apply social science skills to understand the federal judiciary by

   e) investigating and evaluating how the judiciary influences public policy by delineating the power of government and safeguarding the rights of the individual.

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

   a) examining the Bill of Rights, with emphasis on First Amendment freedoms;

   c) explaining how the Supreme Court has applied most of the protections of the Bill of Rights to the states through a process of selective incorporation;

   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.