



**SANTA CLARA COUNTY OFFICE OF EDUCATION
SANTA CLARA COUNTY REGIONAL OCCUPATIONAL PROGRAM
Serving Santa Clara and San Benito Counties**



1. COURSE TITLE – CAREER TECHNICAL EDUCATION PATHWAY/SECTOR

Administration of Justice – Human, Legal, and Protective/Public and Human Services

2. CBEDS TITLE

Law Enforcement

3. CBEDS NUMBER

5847

4. JOB TITLES

O*NET	TITLE
63023	Bailiff
63032	Deputy Sheriff, Deputy Sheriff, Correctional Officer
57199	Dispatcher
63014A	Police Officer-Accident Prevention Squad
61005	Desk Officer
51002B	Secretary of Police

5. COURSE DESCRIPTION

This course covers the history and philosophy of justice as it evolved throughout the world. It provides an in-depth study of the American system and various sub-systems; roles and the role expectations of criminal justice agents in their inter-relationships in society; concepts of crime causations; punishments and rehabilitation, ethics, education and training for professionals

6. HOURS

Classroom Theory/Applied	205
Community Classroom/Coop Voc Ed	65
TOTAL HOURS	270

7. RECOMMENDED PREREQUISITE

Required	Must be 16 years of age or older, a junior or senior in high school, an out-of-school youth, or an adult.
Recommended	n/a

8. DATE WRITTEN July 22, 2004
UPDATED January 10, 2008

B. Career Technical Skills						
Class Hours	CC/CVE Hours	CONTENT AREA SKILLS	Foundation Standards	Mention - M Reinforced - R Taught - T	CTE Pathway Standards	Mention - M Reinforced - R Taught - T
5		I. ORIENTATION	* See attached pages that follow			
		<ul style="list-style-type: none"> Attendance, expectations of performance, how to listen Testing (objective and essay tests), grading policies The criminal justice system in a democratic society 	1.3(10.1.3)	T	B5.1 B9.1 B9.2 B9.3 B9.6 C8.1 C8.2	M
5		II. OVERVIEW OF THE JUSTICE SYSTEM				
		Students will be able to: <ul style="list-style-type: none"> Explain the philosophy of the contemporary justice system, the adversarial approach Describe the legal foundations of crime Chronicle the evolvement of social control 	1.3(10.1.1) 1.3(10.1.3) 1.3(11.1.3) 1.3(11.3) 1.3(11.3.1) 1.3(11.10.5) 1.3(12.1.6) 1.3(12.2.1) 1.3(12.5) 1.3(12.5.1) 1.3(12.5.4)	T	B5.1 B9.1 B9.2 B9.3 B9.6 C8.1 C8.2	T
15		III. THE EVOLUTION OF THE PRESENT SYSTEM				
		Students will be able to: <ul style="list-style-type: none"> Describe the foundation of law-ancient Provide the background of the American system of justice, legal-social Chronicle development and evolution of the subsystems 	1.3(10.1.1) 1.3(10.1.3) 1.3(11.1.3) 1.3(11.3) 1.3(11.3.1) 1.3(11.10.5) 1.3(12.1.6) 1.3(12.2.1) 1.3(12.5) 1.3(12.5.1) 1.3(12.5.4) 1.3(12.7.5) 1.3(12.7.6) 1.3(12.7.7) 1.3(12.8.1) 1.3(12.8.2) 1.3(12.8.3) 1.3(12.10)	T	B5.1 B9.1 B9.2 B9.3 B9.6 C8.1 C8.2	T
10		IV. THE EXPLANATION OF CONTEMPORARY CRIME				
		Students will be able to: <ul style="list-style-type: none"> Analyze concepts of crime causation Describe criminal victimology and fear of crime 	1.3(11.3.1) 1.3(11.10.5)	T	B1.1 B2.1 B2.2 B3.1 C1.5	T

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15		V. THE SCOPE OF THE CRIME PROBLEM				
5		Students will be able to: <ul style="list-style-type: none"> • Research the source of crime data • Present the volume and crime rates of criminal activity • Describe crime classification system 	1.1(15.0) 2.1(2.1) 2.1(2.3) 2.2(2.3a,b,d,f) 2.4(2.2a,b,c,d,e,f)	T	B1.1 C1.1 C4.1 C4.2 C5.1	T
		VI. THE DEVELOPMENT AND STRUCTURE OF LAW ENFORCEMENT SYSTEMS				
		Students will be able to: <ul style="list-style-type: none"> • Discuss the evolution of the U.S. law enforcement from the English model to contemporary public and private systems 	1.3(10.1.1) 1.3(10.1.3) 1.3(11.1.3) 1.3(11.3) 1.3(11.3.1) 1.3(11.10.5) 1.3(12.1.6) 1.3(12.2.1) 1.3(12.5) 1.3(12.5.1) 1.3(12.5.4) 1.3(12.7.5) 1.3(12.7.6) 1.3(12.7.7) 1.3(12.8.1) 1.3(12.8.2) 1.3(12.8.3) 1.3(12.10)	T	B9.1 B9.2 B9.3 B9.6 C5.4 C8.1 C8.2	T
15		VII. ORGANIZATION AND OPERATION OF LAW ENFORCEMENT SYSTEMS				
		Students will be able to: <ul style="list-style-type: none"> • Discuss international and national systems • Discuss State structure and operation • Discuss Local structure and operation 	1.3(12.1.6) 1.3(12.2.3) 1.3(12.4.5) 1.3(12.4.6) 1.3(12.7) 1.3(12.9.4) 1.3(12.9.5) 1.3(12.9.6) 1.3(12.9.8)	T M	B9.1 B9.4 B9.5 B9.6 C8.1 C8.2	T

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15		VIII. INNOVATIONS AND ROLE EXPECTATIONS FOR LAW ENFORCEMENT PERSONNEL				
		Students will be able to: <ul style="list-style-type: none"> Define constitutional provisions-effects of legal interpretations Explain emphasis upon order maintenance Compare changes in patrol and investigative methodology 	1.3(11.10.2) 1.3(11.10.3) 1.3(12.2.1) 1.3(12.2.3) 1.3(12.8.1) 1.3(12.8.2)	R	C1.6 C3.5 C3.6 C4.3 C5.2 C5.3 C7.2 C7.3 C9.1 C9.2 C9.3	T
5		IX. PROFESSIONALIZATION OF PERSONNEL				
		Students will be able to: <ul style="list-style-type: none"> Chronicle the struggle to professionalize-1960 to present Describe the social change and challenge Analyze the current state of the U.S. criminal system 	1.3(11.10.2) 1.3(11.10.3)	R	C1.2 C1.5 C5.1 C5.2 C8.1 C8.2	T
15	10	X. LAW ENFORCEMENT REQUIREMENTS AND BENEFITS				
		Students will be able to: <ul style="list-style-type: none"> Describe background and educational requirements Describe hiring processes Determine wages and benefits 	3.1 3.2 3.5 4.1-4.5 5.1-5.3 6.1-6.4 7.1-7.4 8.1-8.5 10.1-10.4	T	C2.2 C2.3 C4.1 C4.2 C6.1 C6.2 C6.3 C7.1	R

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10	10	XI. SPECIALIZED JOB ASSIGNMENTS				
		Students will be able to compare job assignments of: <ul style="list-style-type: none"> • Hostage negotiator • SWAT • Narcotics and vice • Robbery and homicide • Gang task force 	3.1 3.2 3.5 4.1-4.5 5.1-5.3 6.1-6.4 7.1-7.4 8.1-8.5 10.1-10.4	T	C1.1 C1.2 C1.3 C1.4 C1.5 C1.6 C2.1 C2.2 C2.3 C3.2 C3.3 C3.4 C3.5 C4.2 C4.3 C5.1 C5.2 C5.3 C5.4 C6.1 C6.2 C6.3 C7.1 C7.2 C7.3 C8.1 C8.2 C9.1 C9.2 C9.3	T
5	10	XII. COMMUNICATION/TECHNOLOGY SYSTEMS				
		Students will be able to: <ul style="list-style-type: none"> • Compare law enforcement dispatching systems • Utilize law enforcement computer technology 	3.1 3.2 3.5 4.1-4.5 5.1-5.3 6.1-6.4 7.1-7.4 8.1-8.5 10.1-10.4	T	C7.1 C7.3	T
5		XIII. REVIEW 1ST SEMESTER/FINAL EXAM PART ONE				

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10	10	XIV. STRUCTURE AND ROLE OF COURTS				
		Students will be able to define: <ul style="list-style-type: none"> Federal Court State Court Local Court Court officers-roles and expectations 	1.3(12.4) 1.3(12.4.1) 1.3(12.4.5) 1.3(12.4.6) 1.3(12.5) 1.3(12.5.1) 1.3(12.5.4) 1.3(12.7.7)	T	B9.2 B9.3 B9.4 B9.5 B9.6 C8.1 C8.2	R
5		XV. PROSECUTOR'S ROLE IN THE COURT SYSTEM				
		Students will be able to discuss: <ul style="list-style-type: none"> U.S. Attorneys-expanded federal role State and local prosecutors Prosecution problems, plea bargaining, law enforcement liaison 	1.3(12.7.7)	T	B9.2 B9.3 B9.4 B9.5 B9.6 C8.1 C8.2	R
15	10	XVI. FORENSICS				
		Students will be able to: <ul style="list-style-type: none"> Explain the role of evidence in the judicial system Determine evidence classifications Repeat the rules of evidence Compare evidence collection/evaluation techniques Simulate evidence presentation in court 	1.2(1.a) 1.2(1.d) 1.2(1.f) 1.2(1.h) 1.2(1.i) 2.3(1.1) 2.3(1.2) 2.4(2.1a) 2.4(2.1d) 2.4(2.1e) 3.1 3.2 3.5 4.1-4.5 5.1-5.3 6.1-6.4 7.1-7.4 8.1-8.5 10.1-10.4	T R T R T	B8.1 B8.2 B9.1 B9.2 C7.2 C8.1 C8.2	R

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		XVII. STRUCTURE AND PURPOSE OF THE CORRECTIONAL SYSTEM				
		Students will be able to: <ul style="list-style-type: none"> Define the contemporary correctional philosophy Compare problems of the different prison systems 	1.3(11.2) 1.3(12.1) 1.3(12.2.1) 2.3(1.1) 2.3(1.2) 2.4(2.1a) 2.4(2.1d) 2.4(2.1e) 3.1 3.2 3.5 6.1-6.4 7.1-7.4 8.1-8.5 10.1-10.4	T R T R T	C1.2 C1.3 C1.4 C1.5 C1.6 C2.1 C2.2 C5.1 C5.2 C5.4	R
15	15	XVIII. PROBATION, PAROLE, AND COMMUNITY CORRECTIONS				
		Students will be able to: <ul style="list-style-type: none"> Discuss the private sector impact on the system Research Probation, new innovations Research Parole, special problems 	1.3(11.2) 1.3(12.1) 1.3(12.2.1) 2.3(1.1) 2.3(1.2) 2.4(2.1a) 2.4(2.1d) 2.4(2.1e) 3.1 3.2 3.5 6.1-6.4 7.1-7.4 8.1-8.5 10.1-10.4	T R T R T	C1.2 C1.3 C1.4 C1.5 C1.6 C2.1 C2.2 C5.1 C5.2 C5.4	R
10		XIX. THE JUVENILE JUSTICE SYSTEM				
		Students will be able to: <ul style="list-style-type: none"> Discuss background and history Discuss contemporary thought on juvenile justice Present Cases and juvenile court processes 	1.3(11.2) 1.3(12.1) 1.3(12.2.1) 2.3(1.1) 2.3(1.2) 2.4(2.1a) 2.4(2.1d) 2.4(2.1e) 3.1 3.2 3.5 6.1-6.4 7.1-7.4 8.1-8.5 10.1-10.4	T R T R T	C4.1 C8.1 C8.2	R

C. Expected Student Proficiencies

Overview of the Justice System
Crime Causation
Scope of the Crime Problem
The development and Structure of Law Enforcement Systems
The Organization and Operation of Law Enforcement Systems
Roles of Law Enforcement Personnel
Law Enforcement Requirements and Benefits
Specialized Job Assignments
Communication and Technology Systems
The Structure and Role of the Courts and Prosecutor
Forensics
The Structure and Purpose of the Correctional System
Probation, Parole and Community Corrections
The Juvenile Justice System
Narcotic Enforcement

10. ADDITIONAL RECOMMENDED/OPTIONAL ITEMS

A. **Academic credit:** One year elective or 10 units

B. **Other – n/a**

X	ARTICULATION	Gavilan College Administration of Justice 10
	UC APPROVAL	None
X	INDUSTRY CERTIFICATION	NOCTI Assessment

C. **Instructional Strategies:**

- Lecture
- Demonstration
- Design problems and vocabulary
- Critical comparison
- Readings
- Project-based learning
- Work-based learning
- Guest presentations
- Group projects
- Computer programs
- Field trips
- Videos
- Internet research
- Peer learning
- Formative and Summative Assessments
- Portfolio

D. **Instructional Materials:**

Essentials of Criminal Justice

Joseph J. Senna, MWS, JD and Larry J. Siegel, Ph.D.

11. FOUNDATION STANDARDS ALIGNED	* CAHSEE Test Items
1.0 Academics	
Students understand the academic content required for entry into postsecondary education and employment in the Engineering and Design sector. <i>(The standards listed below retain in parentheses the numbering as specified in the mathematics, science, history–social science, and visual and performing arts content standards adopted by the State Board of Education.)</i>	
Math	
<i>1.1 Mathematics</i>	
Specific applications of Algebra I standards (grades eight through twelve):	
*	(15.0) Students apply algebraic techniques to solve rate problems, work problems, and percent mixture problems.
Science	
<i>1.2 Science</i>	
Specific applications of Investigation and Experimentation standards (grades nine through twelve):	
(1.a) Select and use appropriate tools and technology (such as computer-linked probes, spreadsheets, and graphing calculators) to perform tests, collect data, analyze relationships, and display data.	
(1.d) Formulate explanations by using logic and evidence.	
(1.f) Distinguish between hypothesis and theory as scientific terms.	
(1.h) Read and interpret topographic and geologic maps.	
(1.j) Recognize the issues of statistical variability and the need for controlled tests.	
History/Social Science	
<i>1.3 History–Social Science</i>	
Specific applications of World History, Culture, and Geography: The Modern World standards (grade ten):	
(10.1.1) Analyze the similarities and differences in Judeo-Christian and Greco-Roman views of law, reason and faith, and duties of the individual.	
(10.1.3) Consider the influence of the U.S. Constitution on political systems in the contemporary world.	
(11.1.3) Understand the history of the Constitution after 1787 with emphasis on federal versus state authority and growing democratization.	
(11.3) Students analyze the role religion played in the founding of America, its lasting moral, social, and political impacts, and issues regarding religious liberty.	
(11.3.1) Describe the contributions of various religious groups to American civic principles and social reform movements (e.g., civil and human rights, individual responsibility and the work ethic, antimonarchy and self-rule, worker protection, family-centered communities).	
(11.10.2) Examine and analyze the key events, policies, and court cases in the evolution of civil rights, including <i>Dred Scott v. Sandford</i> , <i>Plessy v. Ferguson</i> , <i>Brown v. Board of Education</i> , <i>Regents of the University of California v. Bakke</i> , and California Proposition 209.	
(11.10.3) Describe the collaboration on legal strategy between African American and white civil rights lawyers to end racial segregation in higher education.	
(11.10.5) Discuss the diffusion of the civil rights movement of African Americans from the churches of the rural South and the urban North, including the resistance to racial desegregation in Little Rock and Birmingham, and how the advances influenced the agendas, strategies, and effectiveness of the quests of American Indians, Asian Americans, and Hispanic Americans for civil rights and equal opportunities.	
Specific applications of Principles of American Democracy standards (grade twelve):	
(12.1) Students explain the fundamental principles and moral values of American democracy as expressed in the U.S. Constitution and other essential documents of American democracy.	
(12.1.6) Understand that the Bill of Rights limits the powers of the federal government and state governments.	
(12.2.1) 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, privacy).	
(12.2.3) Discuss the individual’s legal obligations to obey the law, serve as a juror, and pay taxes.	
(12.4.5) Discuss Article III of the Constitution as it relates to judicial power, including the length of terms of judges and the jurisdiction of the Supreme Court.	
(12.4.6) Explain the processes of selection and confirmation of Supreme Court justices.	
(12.5) Students summarize landmark U.S. Supreme Court interpretations of the Constitution and its amendments.	
(12.5.1) Understand the changing interpretations of the Bill of Rights over time, including interpretations of the basic freedoms (religion, speech, press, petition, and assembly) articulated in the First Amendment and the due process and equal protection-of-the-law clauses of the Fourteenth Amendment.	

(12.5.4) Explain the controversies that have resulted over changing interpretations of civil rights, including those in *Plessy v. Ferguson*, *Brown v. Board of Education*, *Miranda v. Arizona*, *Regents of the University of California v. Bakke*, *Adarand Constructors, Inc. v. Pena*, and *United States v. Virginia* (VMI).

(12.7) Students analyze and compare the powers and procedures of the national, state, tribal, and local governments.

(12.7.5) Explain how public policy is formed, including the setting of the public agenda and implementation of it through regulations and executive orders.

(12.7.6) Compare the processes of lawmaking at each of the three levels of government, including the role of lobbying and the media.

(12.7.7) Identify the organization and jurisdiction of federal, state, and local (e.g., California) courts and the interrelationships among them.

(12.8.1) Discuss the meaning and importance of a free and responsible press.

(12.8.2) Describe the roles of broadcast, print, and electronic media, including the Internet, as means of communication in American politics.

(12.8.3) Explain how public officials use the media to communicate with the citizenry and to shape public opinion.

(12.9.4) Describe for at least two countries the consequences of conditions that gave rise to tyrannies during certain periods (e.g., Italy, Japan, Haiti, Nigeria, Cambodia).

(12.9.5) Identify the forms of illegitimate power that twentieth-century African, Asian, and Latin American dictators used to gain and hold office and the conditions and interests that supported them.

(12.9.6) Identify the ideologies, causes, stages, and outcomes of major Mexican, Central American, and South American revolutions in the nineteenth and twentieth centuries.

(12.9.8) Identify the successes of relatively new democracies in Africa, Asia, and Latin America and the ideas, leaders, and general societal conditions that have launched and sustained, or failed to sustain, them.

(12.10) 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; the relationship of religion and government.

2.0 Communications

Students understand the principles of effective oral, written, and multimedia communication in a variety of formats and contexts. *(The standards listed below retain in parentheses the numbering as specified in the English–language arts content standards adopted by the State Board of Education.)*

Reading

2.1 Reading

Specific applications of Reading Comprehension standards (grades nine and ten):

(2.1) Analyze the structure and format of functional workplace documents, including the graphics and headers, and explain how authors use the features to achieve their purposes.

(2.3) Generate relevant questions about readings on issues that can be researched.

Writing

2.2 Writing

Specific applications of Writing Applications standards (grades nine and ten):

(2.3) Write expository compositions, including analytical essays and research reports: a. Marshal evidence in support of a thesis and related claims, including information on all relevant perspectives.

b. Convey information and ideas from primary and secondary sources accurately and coherently.

c. Make distinctions between the relative value and significance of specific data, acts, and ideas.

d. Include visual aids by employing appropriate technology to organize and record information on charts, maps, and graphs.

e. Anticipate and address readers' potential misunderstandings, biases, and expectations.

f. Use technical terms and notations accurately.

(2.4) Write persuasive compositions:

a. Structure ideas and arguments in a sustained and logical fashion.

b. Use specific rhetorical devices to support assertions (e.g., appeal to logic through reasoning; appeal to emotion or ethical belief; relate a personal anecdote, case study, or analogy).

c. Clarify and defend positions with precise and relevant evidence, including facts, expert opinions, quotations, and expressions of commonly accepted beliefs and logical reasoning.

d. Address readers' concerns, counterclaims, biases, and expectations.

Written & Oral English Language Conventions
<p><i>2.3 Written and Oral English Language Conventions</i> Specific applications of English Language Conventions standards (grades eleven and twelve):</p> <p>* (1.3) Demonstrate control of grammar, diction, and paragraph and sentence structure and an understanding of English usage. (1.2) Produce legible work that shows accurate spelling and correct punctuation and capitalization.</p>
Listening & Speaking
<p><i>2.4 Listening and Speaking</i> Specific applications of Speaking Applications standards (grades nine and ten):</p> <p>(2.1) Deliver narrative presentations: a. Narrate a sequence of events and communicate their significance to the audience. b. Locate scenes and incidents in specific places.</p> <p>(2.2) Deliver expository presentations: a. Marshal evidence in support of a thesis and related claims, including information on all relevant perspectives. b. Convey information and ideas from primary and secondary sources accurately and coherently. c. Make distinctions between the relative value and significance of specific data, facts, and ideas. d. Include visual aids by employing appropriate technology to organize and display information on charts, maps, and graphs. e. Anticipate and address the listener's potential misunderstandings, biases, and expectations. f. Use technical terms and notations accurately.</p>
3.0 CAREER PLANNING & MANAGEMENT
<p>Students understand how to make effective decisions, use career information, and manage personal career plans:</p> <p>3.1 Know the personal qualifications, interests, aptitudes, knowledge, and skills necessary to succeed in careers. 3.2 Understand the scope of career opportunities and know the requirements for education, training, and licensure. 3.3 Develop a career plan that is designed to reflect career interests, pathways, and postsecondary options. 3.4 Understand the role and function of professional organizations, industry associations, and organized labor in a productive society. 3.5 Understand the past, present, and future trends that affect careers, such as technological developments and societal trends, and the resulting need for lifelong learning. 3.6 Know important strategies for self-promotion in the hiring process, such as job applications, résumé writing, interviewing skills, and preparation of a portfolio.</p>
4.0 TECHNOLOGY
<p>Students know how to use contemporary and emerging technological resources in diverse and changing personal, community, and workplace environments:</p> <p>4.1 Understand past, present, and future technological advances as they relate to a chosen pathway. 4.2 Understand the use of technological resources to gain access to, manipulate, and produce information, products, and services. 4.3 Understand the influence of current and emerging technology on selected segments of the economy. 4.4 Know the various technologies available and the sources for gaining technical skills. 4.5 Use technologies to analyze and interpret information.</p>
5.0 PROBLEM SOLVING & CRITICAL THINKING
<p>Students understand how to create alternative solutions by using critical and creative thinking skills, such as logical reasoning, analytical thinking, and problem-solving techniques:</p> <p>5.1 Apply appropriate problem-solving strategies and critical thinking skills to work-related issues and tasks. 5.2 Understand the systematic problem-solving models that incorporate input, process, outcome, and feedback components. 5.3 Use critical thinking skills to make informed decisions and solve problems.</p>
6.0 HEALTH & SAFETY
<p>Students understand health and safety policies, procedures, regulations, and practices, including the use of equipment and handling of hazardous materials:</p> <p>6.1 Know the policies, procedures, and regulations regarding health and safety in the workplace, including employers' and employees' responsibilities. 6.2 Understand critical elements for health and safety practices related to storing, cleaning, and maintaining tools, equipment, and supplies. 6.3 Know how to identify possible hazards in a variety of work environments.</p>

6.4 Know the safe and proper use and maintenance of appropriate equipment.

7.0 RESPONSIBILITY & FLEXIBILITY

Students know the behaviors associated with the demonstration of responsibility and flexibility in personal, workplace, and community settings:

- 7.1 Understand the qualities and behaviors that constitute a positive and professional work demeanor.
- 7.2 Understand the importance of accountability and responsibility in fulfilling personal, community, and workplace roles.
- 7.3 Understand the need to adapt to varied roles and responsibilities.
- 7.4 Understand that individual actions can affect the larger community.

8.0 ETHICS & LEGAL RESPONSIBILITY

Students understand professional, ethical, and legal behavior consistent with applicable laws, regulations, and organizational norms:

- 8.1 Know the major local, district, state, and federal regulatory agencies and entities that affect the industry and how they enforce laws and regulations.
- 8.2 Understand the concept and application of ethical and legal behavior consistent with workplace standards.
- 8.3 Understand the role of personal integrity and ethical behavior in the workplace.
- 8.4 Know personal and ethical behaviors that demonstrate commitment to professional ethics and legal responsibilities.
- 8.5 Know strategies and requirements for individuals and organizations to respond to unethical and illegal actions in a variety of workplace situations.

9.0 LEADERSHIP & TEAMWORK

Students understand effective leadership styles, key concepts of group dynamics, team and individual decision making, the benefits of workforce diversity, and conflict resolution:

- 9.1 Understand the characteristics and benefits of teamwork, leadership, and citizenship in the school, community, and workplace settings.
- 9.2 Understand the ways in which preprofessional associations and competitive career development activities enhance academic skills, promote career choices, and contribute to employability.
- 9.3 Understand how to organize and structure work individually and in teams for effective performance and the attainment of goals.
- 9.4 Know multiple approaches to conflict resolution and their appropriateness for a variety of situations in the workplace.
- 9.5 Understand how to interact with others in ways that demonstrate respect for individual and cultural differences and for the attitudes and feelings of others.
- 9.6 Understand how team diversity can be leveraged to maximize team effectiveness.

10.0 TECHNICAL KNOWLEDGE & SKILLS

Students understand the essential knowledge and skills common to all pathways in the Public Services sector:

- 10.1 Apply technical knowledge and skills required to function in a career.
- 10.2 Use resource allocation and distribution to assist with planning and delivery of services.
- 10.3 Understand the interconnected components of public services pathways.
- 10.4 Understand how budget issues, technology, and legislative action can affect public services.

11.0 DEMONSTRATION & APPLICATION

Students demonstrate and apply the concepts contained in the foundation and pathway standards.

12. B. Legal and Government Services Pathway

The Legal and Government Services Pathway prepares high school students for work in entry-level positions in legal and government services through classroom instruction, hands-on training, and community experience. In addition, it prepares students for college and, eventually, a career in legal and government services. The Legal and Government Services Pathway examines the unique nature of careers in government service and the extensive legal system that affects nearly every aspect of society.

B1.0 Students develop and articulate reasoned, persuasive arguments in support of public policy options or positions:

B1.1 Know multiple ways of extracting ideas and materials from research and library resources.

B2.0 Students understand methods to gain consensus for the resolution of differing opinions and positions and gain support for new policies or policy changes:

B2.1 Understand sources of conflict among constituents, constituent groups, and governing-body peers.

B2.2 Understand the importance of respect for ethical principles to encourage mutual regard.

B3.0 Students understand how to formulate plans and policies to meet social, economic, and physical needs:

B3.1 Know methods for partnering with citizens, interest groups, and public officials to develop a vision and generate standards, policies, and plans to meet specific needs.

B5.0 Students understand how to maximize the potential of an organization to meet its vision, goals, and mission:

B5.1 Know economic, political, and social trends likely to affect an agency or department.

B8.0 Students understand the application of laws and policies to protect or disclose information, as appropriate:

B8.1 Understand the policy background and rationale for protecting or disclosing information.

B8.2 Understand the importance of a secure records environment.

B9.0 Students understand the foundation of national and state law and the important elements of trial procedure:

B9.1 Know the key elements of the U.S. Constitution and the Bill of Rights; and know the basic parameters of U.S. and international military, maritime, criminal, and civil law.

B9.2 Know the basic elements of all aspects of trial procedures.

B9.3 Understand various historical legal defenses and prosecutions.

B9.4 Understand the structure of California state law.

B9.5 Use state and federal legal codes to research issues.

B9.6 Understand the appropriate application of laws, rules, and standards and recognize actions in violation of laws, rules, and standards.

13. C. Protective Services Pathway

The Protective Services Pathway prepares high school students for work in entry-level positions in protective services through classroom instruction, hands-on training, and community experience. This pathway encompasses career opportunities in a variety of jobs in which the main focus is ensuring the general safety and well-being of the community. The careers included in this pathway primarily address public order, fire protection, and emergency medical services.

C1.0 Students apply cognitive, critical thinking, and problem-solving skills to formulate solutions to problems common in the protective services career fields:

C1.1 Understand the value of multiple approaches to problem solving.

C1.2 Develop and maintain a constant awareness of potential problems.

C1.3 Process information effectively to make prompt and effective decisions.

C1.4 Use conflict-resolution and anger-management procedures to take charge of problems.

C1.5 Analyze and evaluate ideas, proposals, and solutions to problems.

C1.6 Apply critical thinking skills to perform in emergency response situations.

C2.0 Students develop team-building and leadership skills:

C2.1 Understand the qualities of effective leadership and how to exercise them in a group and in meetings.

C2.2 Exercise people skills, including respect, adaptability, and interpersonal skills, to provide group leadership and promote collaboration.

C2.3 Use team-building skills to solve problems.

C3.0 Students understand the safety, health, and environmental responsibilities of those in the protective services pathway:

C3.2 Employ personal safety procedures to meet prescribed regulations.

C3.3 Know the procedures for emergency response and the requirements for handling hazardous materials—in normal and emergency situations—to avoid health and environmental risks (e.g., blood-borne pathogens and contamination).

C3.4 Understand the safety and health issues related to serving persons with disabilities.

C3.5 Know the techniques for restraining individuals without violating their personal rights or jeopardizing safety.

C3.6 Ask appropriate questions to investigate accidents and related incidents and document findings.

C4.0 Students access, manage, integrate, and create information by using information technology tools specific to the Protective Services Pathway:

- C4.1 Know software applications skills to create and use spreadsheets, documents, databases, and presentations.
- C4.2 Use electronic mail, electronic communications networks, and Internet services to locate, retrieve, and distribute information.
- C4.3 Use radio equipment, computer technology, and public address/warning systems to manage emergency situations.

C5.0 Students understand the common objectives and mission of the protective services, which are to solve problems, save lives, and protect property:

- C5.1 Understand the use of tables of organization and other administrative systems to assign tasks and responsibilities for maximum effectiveness.
- C5.2 Use organizational knowledge to describe how protective services operations interface with and rely on the other components of the Public Services sector and vice versa.
- C5.3 Know the response procedures to respond to emergency incidents of any scale, small to catastrophic.
- C5.4 Understand the relative advantages and disadvantages of proprietary and contract security operations.

C6.0 Students understand the appropriate level of nutrition, fitness, and agility required by the protective services career fields:

- C6.1 Understand the need for physical fitness and proper nutrition.
- C6.2 Know the different physical agility assessments for protective services, and understand the skills and techniques necessary for success in agility testing.
- C6.3 Design and implement a personal plan for achieving and maintaining an acceptable level of agility and physical fitness.

C7.0 Students understand the use of active listening, clear reporting, and professional equipment to communicate effectively:

- C7.1 Know the basic techniques and methods of active listening to obtain and clarify information in oral communications.
- C7.2 Understand how to use clear, concise, and legible entries from experience and observation to prepare and submit required reports.
- C7.3 Understand a variety of communications methods and equipment (e.g., telephones, radio systems, and mobile data communications equipment).

C8.0 Students understand the laws, ordinances, regulations, and organizational rules that guide their respective protective services career field:

- C8.1 Understand how federal, state, and local laws and regulations affect protective service operations.
- C8.2 Understand the individual protection granted by the Constitution.

C9.0 Students know the skills and equipment needed to deal with most protective service situations, from local emergencies to area wide incidents:

- C9.1 Understand the skills required to deal effectively with emergency situations.
- C9.2 Know the key elements of an action plan.
- C9.3 Understand the management of crisis negotiations to promote the safety of individuals and the public.

LEGEND FOR REFERENCE OF ACADEMIC STANDARDS

Parenthetical notation preceding the content standard item refers to the grade level for the standard. i.e. (8) refers to grade 8, (9-10) refers to grades 9 & 10.

Example: (8) W2.1 refers to the Eighth Grade Writing Standard Item 2.1

English-Language Arts:

R Reading
W Writing
WOC Written & Oral Conventions
LS Listening & Speaking

CRP: Connections, Relationships,
Proficient

CRA: Connections, Relationships,
Advanced

Mathematics:

NS Number Sense
AF Algebra & Functions
SDP Statistics, Data Analysis & Probability
MR Mathematical Reasoning
MG Measurement & Geometry
AI Algebra I
G Geometry
AII Algebra II
P&S Probability & Statistics
APP&S Advanced Placement Probability &
Statistics
C Calculus

ELA: English-Language Arts with in VPA

ELA- LRA: Literary Response and Analysis

ELA-WSA: Writing Strategies &
Applications

ELA-WOELC: Written & Oral English
Language Conventions

Sectors

AME Arts, Media and Entertainment
BTC Building Trades and Construction
ECDFS Education, Child Development &
Family Services
EU Energy & Utilities
ED Engineering & Design
FID Fashion and Interior Design
FAB Finance and Business
HSMT Health Science & Medical Technology
HTR Hospitality, Tourism & Recreation
IT Information Technology
MPD Manufacturing and Product
Development
MSS Marketing, Sales, & Services
PS Public Services
T Transportation

Science:

PH Physics
CH Chemistry
ES Earth Science
I&E Investigation and Experimentation

History-Social Science:

WH World History, Culture and Geography
USH United States History and Geography
AD American Democracy
ECON Economics

Visual and Performing Arts:

APP: Artistic Perception Proficient Level
APA: Artistic Perception Advanced
CEP: Creative Expression Proficient
CEA: Creative Expression Advanced
HCCP: Historical & Cultural Proficient
HCCA: Historical & Cultural Advanced
AVP: Aesthetic Valuing Proficient
AVA: Aesthetic Valuing Advanced