

## APPROVED PATHWAY:

1. Includes minimum of three secondary-level credits.
2. Includes a work-based element.
3. Consists of a sequence:
  - Introductory-level.
  - Technical-level.
  - Application-level courses.
4. Supporting documentation includes Articulation Agreement(s), Certification, Program Improvement Plan and a Program of Study.
5. Technical-level and Application-level courses receive .5 state-weighted funding in an approved CTE pathway.



## GOVERNMENT AND PUBLIC ADMINISTRATION CAREER CLUSTER DESIGN

# Government and Public Administration Pathway

CIP CODE 44.0401

### INTRODUCTORY LEVEL

Title	Code	Credit
*Introduction to Government and Public Administration	43001	.5 credit
Career and Life Planning	19258	.5 credit

### TECHNICAL LEVEL

Title	Code	Credit
*Government and Public Administration Fundamentals	43105	.5 credit
Human Growth and Dev.- Early Years	45004	.5 credit
IT for Service Professions	44010	.5 credit

#### Business Strand

Title	Code	Credit
Business Economics	12105	.5 credit
**Business Law	12054	.5 credit
Business Management	12052	.5 credit
Accounting	12104	1 credit

#### Pre-Law Legal Assistance Strand

Title	Code	Credit
Business Economics	12105	.5 credit
**Business Law	12054	.5 credit
**Practical Law	44300	.5 credit
Media and Public Relations	43115	.5 credit

### APPLICATION LEVEL

Title	Code	Credit
Foundations in Law	44305	1 credit
Career Connections	19298	.5 credit

Title	Code	Credit
Governance Applications	43250	1 credit
Youth Court	44310	1 credit

\* Required for pathway approval.

\*\* Required in the strand.

## Government and Public Administration Pathway

### **Introduction to Government and Public Administration**—Introduction level--.5 credit

This course will introduce students to the knowledge and skills of serving the general public in a variety of occupations. Topics will include identifying personal strengths and weaknesses and setting career goals, leadership, teamwork and problem solving, analyzing leadership roles and identifying leadership opportunities within the school.

(NOTE: **Essential Knowledge and Skills are required to be in addition to the competencies listed below.** An updated document with both sets of competencies will be coming, however for present time, please review the separate competencies document entitled “GPA Essential Knowledge and Skills Competencies”.)

#### I. CAREER DEVELOPMENT: Know and understand the importance of employability skills.

1. Research personal interests and aptitudes and match to personal career cluster identification. (GVC 09.02.01; ESS09.07.02).
2. Identify personal strengths and weaknesses.
3. Develop career goals and objectives as part of a personal career plan including identification of weaknesses, advancement opportunities and strategies to achieve or improve them. (ESS09.02.02 & GVC 09.02.03; ESS09.08.01; GVC09.02.03)
4. Use multiple resources to locate job opportunities. (ESS09.03.01)
5. Prepare job related documents (i.e. resume, application letter, follow-up letter). ESS09.03.02; ESS09.03.03)
6. Complete an employment application. (ESS09.03.04)
7. Participate in a job interview (mock or actual), exhibiting critical thinking and decision-making skills. (ESS09.03.07)
8. Demonstrate appropriate methods of accepting or rejecting employment offers. (ESS09.05.03)
9. Identify training, education and certifications available for the Government and Public Administration occupations. (ESS 01.01.01)
10. Explain personal and/or work-related consequences of unethical or illegal behaviors (including jobs affected if convicted of a crime). (ESS08.01.04)
11. Summarize behaviors, personal qualities and key activities necessary to retain a job in the government and public administration industry. (ESS09.03.06; ESS09.06.04; ESS09.06.05)

#### II PROBLEM-SOLVING: Solve problems using critical thinking (analyze, synthesize, evaluate) independently and in teams.

1. Identify common tasks that require government and public administration employees to use problem-solving skills. (ESS03.01.01)
2. Analyze elements of a problem common to the industry and identify creative solutions. (ESS03.01.02)

3. Identify situations and behaviors that affect conflict management. (ESS03.02.01)
4. Demonstrate the steps of problem solving.
5. Explore governmental problem solving processes. (GVC03.01.01)

III. LEADERSHIP AND TEAMWORK: Use leadership and teamwork skills in collaborating with others to accomplish organizational goals and objectives. (ESS07)

1. Explain the various roles of leaders within an organization (i.e. commitment; being a role model; promoting the organization vision, mentoring others). (ESS07.01.01)
2. Analyze leadership in relation to trust, positive attitude, integrity and willingness to accept responsibilities. (ESS07.01.07)
3. Determine the factors involved in team development (i.e. listening, respect for members, democratic attitude, group problem solving)
4. Evaluate the opportunities within career and technical student organizations (i.e. FFA, FCCLA, FBLA, DECA, TSA, HOSA), including leadership training, leadership positions, levels of involvement, application activities, recognition and rewards.
5. Explore the processes involved in selecting leaders (i.e. student council, local city, county, state and federal elections).

## Kansas Human Services Cluster

<b>Course:</b>	Career & Life Planning	<b>Course #:</b>	19258	<b>Credit:</b>	.5
<b>Pathways &amp; CIP Codes:</b>	Family, Community & Consumer Services (19.0799); Early Childhood Development & Services (19.0709); Teaching and Training (13.0101); Government & Public administration (44.0401); Travel & Tourism (52.0901); Restaurant & Event Management (12.0504); Fashion, Apparel, Interior Design - FAID (19.0999)				
<b>Course Description:</b>	This course will introduce students to the skills and strategies needed to be focused, productive individuals. Emphasis is placed on goal-setting, decision making, time and personal management. Development of workplace skills, knowledge and attitudes needed to be successful in various career, community and family settings will be incorporated throughout this course.				

**Directions:** The following competencies are required for full approval of this course. Check the appropriate number to indicate the level of competency reached for learner evaluation.

**Rating Scale:**

4. Exemplary Achievement: Student possesses outstanding knowledge, skills, or professional attitude.
3. Proficient Achievement: Student demonstrates good knowledge, skills, or professional attitude.  
Requires limited supervision.
2. Limited Achievement: Student demonstrates fragmented knowledge, skills, or professional attitude.  
Requires close supervision.
1. Inadequate Achievement: Student lacks knowledge, skills, or professional attitude.
0. No Instruction / Training: Student has not received instruction or training in this area.

Student: \_\_\_\_\_

Graduation Date: \_\_\_\_\_

**I certify that the student has received training in the areas indicated.**

Instructor Signature: \_\_\_\_\_

### COMPREHENSIVE STANDARD: 2.0 Integrate multiple life roles and responsibilities in individual, family and work settings. (NASAFACS 1.0 & 2.0)

Benchmark 2.1: Analyze strategies to balance multiple roles and responsibilities (individual, family, and career). (NASAFACS 1.1)		4	3	2	1	0
2.1.1	Compare and contrast occupations that fit individual interests and personal life goals (e.g interest survey results).					
2.1.2	Research, and evaluate information to set SMART personal short term and long term goals across the lifespan.					
2.1.3	Apply fundamental knowledge of cost benefits related to personal and family goal achievement.					
2.1.4	Identify local, regional and national employment trends which impact career selection.					
2.1.5	Analyze the effects of social, economic, and technological change on work and family dynamics (e.g. dual career families, work at home trends, job splits, gender roles).					
2.1.6	Analyze the benefits of having a career plan to meet personal and family needs over the lifespan.					
2.1.7	Predict potential impact of career path decisions on balancing work and family responsibilities.					
2.1.8	Practice solving real-world problems related to career /life goal setting and life balance. (e.g. meal planning, family budgeting, daily work juggling).					

Benchmark 2.2: Enhance career awareness, personal job searching and application skills (NASAFACS 1.2)		4	3	2	1	0
2.2.1	Analyze career choices to determine the knowledge, skills, and personality traits associated with each career.					
2.2.2	Identify resources which can help meet personal, family and career goals (e.g. non-profit agencies and educational institutions)					
2.2.3	Practice public speaking skills to build personal confidence and enhance employability.					
2.2.4	Demonstrate job seeking skills.					
2.2.5	Analyze strategies for job retention, addressing job performance weaknesses and how to leave a job appropriately.					
2.2.6	Assess health, wellness, and work safety considerations of the worker in a variety of careers.					
2.2.7	Analyze the impact of an individual's career decision on personal goals, relationships (e.g. peer and family), financial benefit, and the impact on the national and global community (as in choosing one field over another).					
2.2.8	Demonstrate teamwork and leadership skills in family, school, and community settings (e.g. FCCLA experience).					
2.2.9	Demonstrate respect for others regardless of age, gender, socio-economic or culture.					

Benchmark 2.3: Enhance career readiness through practicing appropriate skills in school, community and work situations. (NASAFACS 1.2)		4	3	2	1	0
2.3.1	Demonstrate appropriate communication skills (verbal, listening, and writing skills) to communicate clearly.					
2.3.2	Practice appropriate social skills, manners, and etiquette in a variety of settings.					
2.3.3	Identify common tasks that require individuals to use problem-solving skills					
2.3.4	Apply problem-solving and critical thinking skills to address personal, professional and/or community settings.					
2.3.5	Create ideas, proposals, and solutions to overcome barriers to personal goal achievement.					
2.3.6	Use math principles (as appropriate) when addressing career and life goals. (e.g return on investment, budgeting, etc.)					
2.3.7	Evaluate career portfolios (electronic or physical) to learn how to document knowledge, skills, and experiences.					
2.3.8	Establish a personal individualized plan of study (IPS) portfolio (electronic or hard copy) to begin to document personal achievements and experiences					
2.3.9	Use technology appropriately to access, manage and/or create career information (e.g practice internet ethics, avoid identify theft)					
2.3.10	Critique the physical and social environment to reduce conflict and promote safety in school, community and work settings					
2.3.11	Identify personal rights and responsibilities as an employee and how to address violations.					

Benchmark 2.4: Demonstrate personal and family resource decision making to meet personal and family goals across the lifespan. (NASAFACS 2.6)		4	3	2	1	0
2.4.1	Analyze the components and purpose of having a personal and family financial plan.					
2.4.2	Investigate how education, income, career and life decision impact setting and achieving financial goals.					
2.4.3	Practice time management, organizational and process skills to prioritize tasks and achieve short term goals.					

2.4.4	Analyze how individuals and families make choices to satisfy basic needs and wants.					
2.4.5	Apply consumer skills for providing and maintaining clothing, transportation and recreation needs of individuals and their families.					

Benchmark 2.5: Evaluate the effects of technology on personal and family resources in a global context. (NASAFACS 2.4)		4	3	2	1	0
2.5.1	Explore the types of technology (i.e. software, apps) that can affect personal and family decision making.					
2.5.2	Investigate how media and technological advances influence personal and family decisions.					
2.5.3	Explore how technology impacts jobs and personal opportunities for advancement.					

## Government and Public Administration Pathway

### **Government and Public Administration Fundamentals**—Technical Course--.5 credit

This course will look at meeting the needs of the U.S. culture through positions within Government and Public Administration. Topics will include the role of government in providing services for the US population, the impact of the US on other nations as well as the impact of other nations on the US , and the professional traits required of those in this field. In addition, it will look at the problem solving and critical thinking processes, and leadership and teamwork practices.

(NOTE: **Essential Knowledge and Skills are required to be in addition to the competencies listed below.** An updated document with both sets of competencies will be coming, however for present time, please review the separate competencies document entitled “GPA Essential Knowledge and Skills Competencies”.)

I. FUNCTIONS OF GOVERNMENTAL AND PUBLIC OFFICIALS: Distinguish the functions of public officials as they provide governance. (GVC001.02)

1. Research role of government in meeting the needs of the U.S. population.
2. Examine how international, national, state and local levels of government and public administration serves the public interest. (GVC01.02.03; GVC05.01.01)
3. Investigate the optimum effectiveness and efficiency of various government programs and policies.
4. Identify the employment opportunities in providing these services (i.e. planning, governance, foreign services, revenue and taxation, regulation and public administration).
5. Examine the various views of authority, rights and responsibilities of governments outside the U.S. and how effective they are in meeting the needs of their population. (GVC01.02.01)
6. Examine the impact the US has on other countries (i.e. imports/exports, educational opportunities, immigration policies) and how it influences services/ policies within the boundaries. (GCV01.02.04)
7. Examine the need for professionalism and legal responsibilities of government and public administration industry. (i.e. confidentiality, public disclosure, compliance, open meeting laws). (GVC08.01)
8. Analyze strategic planning and the role it plays in providing for the needs of the public. (GVPD02.01)

II. PROBLEM SOLVING: Solve problems using critical thinking skills (analyze, synthesize and evaluate) independently and in teams.

1. Describe the value of using problem-solving and critical thinking skills to improve a situation or process. (ESS03.01.03)

2. Analyze the economy, transportation, land regulations health and/or human services to predict future needs. (GVPD03.01.02)
3. Evaluate ideas, proposals and solutions to problems. (ESS03.01.05)
4. Make informed decisions (i.e. brainstorm solutions, analyze information, recognize concern, evaluate alternatives). (ESS03.01.09)
5. Determine best option/outcome for conflict resolution (i.e. co-workers/clients/customers) using critical thinking skills. (ESS03.02.02)

III. LEADERSHIP and TEAMWORK: Use leadership and teamwork skills in collaborating with others to accomplish organizational goals and objectives. (ESS07)

1. Analyze time management and stress management strategies. (ESS10.02.03; ESS03.02.04)
2. Consider issues related to the evaluation of self, team, community, diversity, environment and global awareness when leading. (ESS 07.01.05)
3. Describe observations of outstanding leaders who use effective management styles. (ESS07.01.08)
4. Explain best practices for successful team functioning. (ESS07.02.09)
5. Demonstrate professional ethics and legal responsibility when making decisions for a variety of work related situations. (ESS08.01)
6. Exhibit respect for diversity in work related situations. (ESS07.04.04; ESS07.04.06)
7. Conduct and participate in meetings to accomplish work tasks. (ESS07.05)
8. Demonstrate leadership and teamwork within a structured organization at the secondary level (i.e. CTSO or elected student leadership position).



KSDE

Government and Public Administration Career Cluster

Pathway (CIP CODE 44.0401:): Government and Public Administration

Course KCCMS #: 43115 (.5 credit)

## **Media and Public Relations**

### *Standards Alignment Document*

*This course will build skills needed to communicate messages to the public as it relates to topics of concern involving government and public administration. Topics will include conflict awareness, reliability of sources, creating publicity materials, public relations campaigns and working with the media.*

**Directions:** Refer to the crosswalk key to identify the alignment to the national CTE standards and common core.

### **Essential Knowledge and Skills**

#### **Academic Foundations**

Benchmark: 0.1 <i>Achieve additional academic knowledge and skills required to pursue the full range of career and postsecondary education opportunities within a career cluster.</i>		Crosswalk
0.1.1	Demonstrate knowledge of basic arithmetic operations such as addition, subtraction, multiplication and division (i.e. cash management, petty cash, spreadsheets, and inventory).	ESS01.03.02
0.1.2	Analyze mathematical problem statements for missing and/or irrelevant data.	ESS01.03.05
0.1.3	Construct charts/tables/graphs to support written and oral communication/data.	ESS01.03.06 & ESS02.09.01

#### **Communications**

Benchmark: 0.2 <i>Use oral and written communication skills in creating, expressing and interpreting information and ideas including technical terminology and information.</i>		Crosswalk
0.2.1	Model behaviors that demonstrate active listening and respond appropriately.	ESS01.02.01; ESS02.02.01; ESS02.08.02
0.2.2	Organize oral and written information.	ESS01.02.03; ESS02.03.02
0.2.3	Identify assumptions, purpose, outcomes/solutions and propaganda techniques.	ESS01.02.06; ESS01.02.08
0.2.4	Determine the most appropriate reading strategy for identifying the overarching purpose of a text (i.e. skimming, reading for detail, reading for meaning or critical analysis).	ESS02.01.01
0.2.5	Compose written documents clearly, succinctly, and accurately (i.e. multi-paragraph reports, agendas, forms and memos).	ESS01.02.04; ESS01.02.05; ESS02.03.01
0.2.6	Demonstrate use of content, technical concepts and vocabulary when analyzing information and following direction.	ESS01.02.06; ESS02.01.02
0.2.7	Evaluate and/or critique oral and written documents for accuracy, appropriateness, clarity, relevancy and validity.	ESS01.02.06; ESS01.02.07
0.2.8	Use correct grammar, spelling, punctuation and capitalization when preparing written documents.	ESS02.03.03
0.2.9	Consider audience and purpose when preparing and editing written documents and oral presentations.	ESS01.02.02; ESS02.06.05; ESS02.03.02

0.2.10	Present formal and informal speeches including discussion, information requests, interpretation and persuasive arguments.	ESS01.02.10; ESS02.02.02; ESS02.06.01
--------	---	---

**Problem Solving**

Benchmark: 0.3 <i><b>Solve problems using creativity, innovation and critical thinking skills (analyze, synthesize, and evaluate) independently and in teams.</b></i>		<b>Crosswalk</b>
0.3.1	Analyze data when interpreting operational documents and solving problems.	ESS01.02.09; ESS01.03.04 & ESS01.03.07
0.3.2	Evaluate conflicting data and/or errors using scientific methods when conducting qualitative and quantitative analysis in areas of government and public services (i.e. health issues, estate planning).	ESS01.04.01 & ESS 01.04.02
0.3.3	Interpret verbal and non-verbal behaviors when communicating/solving problems with clients and co-workers (i.e. respecting cultural differences).	ESS02.07.01; ESS02.07.02

**Safety, Health and Environmental:**

Benchmark: 0.4 <i><b>Understand the importance of health, safety, and environmental management systems and follow organizational policies and procedures and contribute to continuous improvement in performance and compliance.</b></i>		<b>Crosswalk</b>
0.4.1	Operate technical tools to perform workplace tasks and expedite work flow (i.e. electronic mail, internet applications and publishing software).	ESS04

**Leadership and Teamwork:**

Benchmark: 0.5 <i><b>Use leadership and teamwork skills in collaborating with others to accomplish organizational goals and objectives.</b></i>		<b>Crosswalk</b>
0.5.1	Exhibit leadership traits (i.e. enthusiasm, creativity, conviction, mission, courage) when leading a group in solving a problem.	ESS07.01.02; ESS07.01.04
0.5.2	Exhibit teamwork traits such as compassion, service, coaching others, team development and understanding and appreciating others.	ESS07.01.03

**Ethics and Legal Responsibilities**

Benchmark: 0.6 <i><b>Know and understand the importance of professional ethics and legal responsibilities.</b></i>		<b>Crosswalk</b>
0.6.1	Practice security and safety when sharing personal information.	--
0.6.2	Evaluate the reliability of information from informational texts, internet web sites and/or technical resources.	ESS02.03.03; ESS02.04.02

**Employability and Career Development**

Benchmark: 0.7 <i><b>Know and understand the importance of employability skills, effectively manage careers and the importance of entrepreneurship skills.</b></i>		<b>Crosswalk</b>
0.7.1	Demonstrate flexibility and willingness to learn new knowledge.	ESS09.01.02
0.7.2	Interpret information, data and observations and apply information learned to actual practice.	ESS02.01.04; ESS02.01.05; ESS02.01.06
0.7.3	Communicate effectively with internal and external customers/clients/employees to foster positive relationships.	ESS02.02.05; ESS02.11.01
0.7.4	Model behaviors of a good employee (i.e. reliability, dependability, professionalism).	ESS09.06.01
0.7.5	Develop effective internal and external business correspondence what conveys and/or obtains information.	ESS02.02.03
0.7.6	Organize a portfolio (electronic or hard copy) for use in demonstrating knowledge, skills and experience (i.e. certificates, licenses).	ESS09.04.03; ESS09.04.01

**Technical Skills**

Comprehensive Standard:

**1.0 Use the technical knowledge and skills required to pursue the targeted careers for all pathways in the career cluster, including knowledge of design, operation, and maintenance of technological systems critical to the career cluster.**

Benchmark: 1. 1 <i>Analyze career paths in the government and public administration field.</i>		Crosswalk
1.1.1	Understand how ideas and information flows through government, public administration the business community and the general public.	GCV02.01

Benchmark: 1. 2 <i>Demonstrate technical skills related to careers in the government and public administration field.</i>		Crosswalk
1.2.1	Analyze situations for any appearance of conflict of interest and plan for consequences.	GVC08.01.02; GVC03.01.01
1.2.2	Employ government decision-making processes to achieve desired objectives.	GVC03.01.01
1.2.3	Obtain data and information from sources recognized to be reliable.	GVPA01.01.01
1.2.4	Analyze the reliability of data and information from available resources.	GVPA01.01.02
1.2.5	Analyze situations to determine appropriate communication formats.	GVP02.01
1.2.6	Prepare arguments, regarding issues or proposals which are professional and diplomatic in presentation.	GVP01.02.01
1.2.7	Apply logical reasoning skills and experiences to anticipate counter arguments.	GVP01.02.02
1.2.8	Use carefully selected images and figures of speech for reinforcing a position.	GVP01.02.03
1.2.9	Recognize and address sources of conflict among constituents through a variety of research techniques.	GVP02.01.01
1.2.10	Identify common marketing strategies.	--
1.2.11	Apply persuasive techniques to convince individuals or groups to take desired actions or avoid undesirable actions.	GVP03.01.01
1.2.12	Speak publically about an issue of public concern to increase awareness or promote good will.	GVP03.01.02
1.2.13	Develop an effective media presentation about an issue of public concern.	GVP03.01.02
1.2.14	Demonstrate actions in a diplomatic manner when dealing with people.	GVP03.01.02
1.2.15	Plan communication strategies to maintain favorable public perceptions of a policy, organization or individual.	--
1.2.16	Prepare or edit organizational publications for internal and external audiences, including newsletters and reports.	--
1.2.17	Compare and contrast the forms of advertisements and how they can be used in the field of public relations.	--
1.2.18	Analyze the role of advertising agencies in the development of promotional campaigns to promote products/services, organization or individuals.	--
1.2.19	Develop a public relations campaign based upon an organizations objectives, promotional policies and needs to influence public opinion or promote ideas and services.	--

**KANSAS STATE CAREER CLUSTER COMPETENCY PROFILE**  
**(C.I.P. 43.0199)**  
**PATHWAY: Corrections, Security, Law, & Law Enforcement Services**

STUDENT \_\_\_\_\_

Rating Scale:

- 4 - Exemplary Achievement
- 3 - Proficient Achievement
- 2 - Limited Achievement
- 1 - Inadequate Achievement
- 0 - No Exposure

**NOTE: Competencies for some courses may adjust periodically to meet industry changes for National/State Certification requirements.**

**LAW, PUBLIC SAFETY & SECURITY CLUSTER**

Graduation Date \_\_\_\_\_

**I certify that the student has received training in the areas indicated.**

Instructor Signature \_\_\_\_\_

Instructor Signature \_\_\_\_\_

Instructor Signature \_\_\_\_\_

**INTRODUCTION TO LPSS – 44001 (Required for Pathway approval) (.5 credit)**

1. Use information to locate, comprehend, make inferences, and draw conclusions.
2. Demonstrate verbal, listening, and writing skills appropriately to communicate clearly.
3. Use problem-solving and critical thinking skills to respond to an emergency situation.
4. Understand respect for diversity and cultural differences.
5. Describe the types and functions of agencies related to LPSS.
6. Research and report on different types of occupations available in the fields of LPSS.
7. Describe standards, practices, policies, and procedures common to LPSS workplaces.
8. Examine real world situations to discuss ethics and the appropriate code of professional conduct.
9. Discuss the importance of a background check for employment in an LPSS occupation.
10. Explain the dynamics of integrity as it relates to LPSS.
11. Demonstrate knowledge and understanding of the individual protection granted by the US Constitution.
12. Explain how individuals, groups, and society are protected by constitutional laws and

decisions of local, state and federal courts and the Supreme Court.

13. Identify the basic freedoms guaranteed by the Bill of Rights.
14. Determine how Courts interpret the law and explain the role of precedent in the legal system.
15. Define the difference between civil and criminal laws in a democratic system.
16. Explain the classifications of crime.
17. Manage the physical and social environment to reduce conflict and promote safety in various settings (i.e. family, work, cyberspace).
18. Differentiate types of cybercrime and electronic crime.
19. Discuss the validity of eye witness accounts.
20. List six types of hazardous materials.
21. Discuss the dangers of contact with hazardous materials.
22. Obtain the OSHA 10 hr. General Safety Certification.

**BUSINESS LAW – 12054 (.5 CREDIT) Required for Pre-Law Strand.**

1. Discuss the responsibility for obeying the law
2. Describe the role of ethics and values in personal and legal systems.

3. Compare various ethical systems, and discuss how they may conflict.
4. Discuss the Constitution and the Bill of Rights.
5. Discuss the structure of Federal, State, and Municipal legal systems.
6. Understand the various processes, procedures, and precedents of the various courts.
7. Recognize the differences between various levels of crime (i.e. felonies, misdemeanors, infractions).
8. Identify and recognize potential defense strategies (i.e. insanity, self-defense etc.).
9. Discuss and classify different types of tort claims.
10. Discuss the challenges faced and remedies of tort cases.
11. Demonstrate an understanding of the nature of contractual relationships, and a list of elements required in a valid contract.
12. Demonstrate an understanding of the variety of different types of contracts.
13. Explain a minor's right to avoid a contract and identify people who lack contractual capacity.
14. Discuss the several ways contracts may be invalidated or violated.
15. Recognize and discuss the various types of property cases (i.e. real, personal, intellectual).

2/12/2013

16. Demonstrate and understanding of the Uniform Consumer Code, various enforcement agencies (i.e., Federal Trade Commission) and consumer protection laws.
17. Identify legislation which regulates consumer credit (e.g., Fair Credit Reporting Act, Equal Credit Opportunity Act, etc).
18. Define common unfair practices (i.e. bait and switch, usury, identity theft, misrepresentation fly by night companies).
19. Discuss and define an agency's code of ethics involving relationships, duties, obligations, and liabilities.
20. Discuss and explain the nature of employer and employee relationships.
21. Demonstrate an understanding of discrimination both justified and unjustified.
22. Identify and discuss employment regulation (Child/youth labor, minimum wage, collective bargaining).
23. Demonstrate an understanding of marriage, dissolution of marriage, and parental custody issues.
24. Demonstrate an understanding of wills trusts, probate and estate planning.
25. Demonstrate an understanding of environmental regulation, energy regulation and pollution controls.
26. Demonstrate and understanding of the relationship between law and the use of pollution taxes and emissions credit trading.
27. Demonstrate an understanding of environmental documents, laws, rules etc. and analyze and interpret complex events.
28. Outline the legal procedures for forming and running a sole proprietorship and partnership.
29. Identify how the partnerships may be dissolved.
30. Distinguish and explain a limited partnership from a general partnership.
31. Explain the steps in forming a corporation.
32. Identify rights and responsibilities of board of directors, officers of a corporation and shareholders.

33. Explain the advantages and disadvantages of a corporation.
34. Distinguish and explain a limited liability corporation from a C corporation and S corporation.
35. Describe and discuss the various aspects of bankruptcy (i.e., Chapter 7, Chapter 11 and Chapter 13).

**PRACTICAL LAW – 44300 (.5 credit)  
Required for Pre-Law Strand.**

**Basics of the Law**

1. Describe the powers and limitations of the federal government as stated in the Constitution.
2. Identify the basic freedoms guaranteed by the Bill of Rights and describe several key Constitutional amendments beyond the Bill of Rights.
3. Compare and contrast the national constitution with state, territory, and province constitutions.
4. Determine how courts make law and explain the role of precedent in the legal system.
5. Compare the role of the juvenile court with the role of other courts within a state, territory, or province.
6. Distinguish between a tort and a crime.
7. Differentiate between and give examples of negligence and intentional torts.
8. Explain the concepts of the reasonable person test and proximate cause.
9. Explain absolute liability and describe circumstances under which it is imposed.
- Immigration Law**
10. Determine what immigration law is and what determines if a person is an alien or not.
11. Identify the different agencies that regulate immigration laws.
12. Discuss the process for removal of noncitizens.
13. Evaluate the labor and economic impacts surrounding immigration.

14. Evaluate national and border security issues surrounding immigration.
15. Understand and defend the rights and protections afforded to immigrants.
16. Compare and contrast issues surrounding legal and illegal immigration.
17. Identify the various visa types used in immigration.

**Criminal Law**

18. Describe the difference between a felony and a misdemeanor.
19. List the parties to a crime.
20. Explain the difference between the different crimes against the person.
21. Select and judge defenses to crimes.

**Torts**

22. List and compare the major classifications of tort law.
23. Compare and contrast between negligence and strict liability.
24. Identify remedies/defenses for torts.

**Family Law**

25. Identify and interpret major areas of family law.
26. Explain and evaluate government support for families.
27. Describe the kinds of rental relationships that landlords and tenants may create.

**Working With Lawyers**

28. Identify the different types of lawyers.
29. Identify the situations when lawyer services are needed.
30. Identify other sources of assistance (mediation, counselor, accountants, and insurance agent).
31. List the ways to find a lawyer.
32. Compare and contrast the different ways lawyers charge.

**Constitutional law**

33. Explain the Fourth, Fourteenth and Fifth Amendment.
34. Identify the ways for probable cause.
35. Identify the ways to search without a search warrant.

36. Argue the criteria for a reasonable search.
37. Compare and contrast between airport searches, boarder searches and administrative/school search.
38. List how a search warrant is obtained.
- Juvenile Law**
39. Differentiate between delinquents and status offenders.
40. Identify the ways the state handles neglect and abused children.
41. Identify the ways a juvenile can be treated as an adult.
42. List the steps/procedures in juvenile court.
43. Distinguish between initial/detention, adjudicatory and dispositional hearings.
44. Explain a minor's right to avoid a contract and identify people who lack contractual capacity.

#### **ACCOUNTING – 12104 (1 credit)**

1. Classify-record-and summarize financial data
2. Discuss the nature of the accounting cycle
3. Demonstrate the effects of transactions on the accounting equation
4. Prepare a chart of accounts
5. Use T accounts
6. Record transactions in a general journal
7. Post journal entries to general ledger accounts
8. Prepare a trial balance
9. Journalize and post adjusting entries
10. Journalize and post closing entries
11. Prepare a post-closing trial balance
12. Prepare work sheets
13. Discuss the nature of annual reports
14. Discuss the use of financial ratios in accounting
15. Determine business liquidity
16. Calculate business profitability
17. Prepare income statements
18. Prepare balance sheets
19. Maintain cash controls.
20. Prove cash
21. Journalize/post entries to establish and replenish petty cash
22. Journalize/post entries related to banking activities
23. Explain the benefits of electronic funds transfer
24. Prepare bank deposits
25. Prepare purchase requisitions
26. Prepare purchase orders
27. Prepare sales slips
28. Prepare invoices
29. Explain the nature of special journals
30. Record transactions in special journals
31. Explain the nature of accounts payable
32. Maintain a vendor file
33. Analyze purchase transactions
34. Post to an accounts payable subsidiary ledger
35. Prepare a credit memorandum for returned goods
36. Process invoices for payment
37. Process accounts payable checks
38. Prepare an accounts payable schedule
39. Explain the nature of accounts receivable
40. Maintain a customer file for accounts receivable
41. Analyze sales transactions
42. Post to an accounts receivable subsidiary ledger
43. Process sales orders and invoices
44. Process sales returns and allowances
45. Process customer payments
46. Prepare customer statements
47. Process uncollectible accounts
48. Prepare an accounts receivable schedule
49. Determine uncollectible accounts receivable
50. Record inventory usage
51. Process invoice of inventory
52. Process results of inventory
53. Process inventory adjustments
54. Determine the cost of inventory
55. Calculate time cards
56. Maintain employee earnings records
57. Calculate employee earnings - e.g. gross earnings - net pay
58. Calculate employee-paid withholdings
59. Prepare a payroll register
60. Record the payroll in the general journal
61. Complete payroll tax expense forms
62. Prepare federal-state-and local payroll tax reports
63. Analyze a partnership agreement
64. Allocate profits and losses to the partners
65. Prepare a statement of partners' equities
66. Prepare a balance sheet for a partnership
67. Explain the nature of special journals
68. Record transactions in special journals
69. Explain the nature of accounts payable
70. Maintain a vendor file
71. Analyze purchase transactions
72. Post to an accounts payable subsidiary ledger
73. Prepare a credit memorandum for returned goods
74. Process invoices for payment
75. Process accounts payable checks
76. Prepare an accounts payable schedule
77. Explain the nature of accounts receivable
78. Maintain a customer file for accounts receivable
79. Analyze sales transactions

2/12/2013

80. Post to an accounts receivable subsidiary ledger
81. Process sales orders and invoices
82. Process sales returns and allowances
83. Process customer payments
84. Prepare customer statements
85. Process uncollectible accounts
86. Prepare an accounts receivable schedule
87. Determine uncollectible accounts receivable
88. Explain the purpose of internal accounting controls
89. Determine the components of internal accounting control procedures
90. Maintain internal accounting controls
91. Utilize accounting technology
92. Integrate technology into accounting
93. Describe careers in accounting
94. Explore accounting licensing and certification programs
95. Discuss the significance of responsibility in accounting
96. Describe Generally Accepted Accounting Principles -- GAAP

#### **BUSINESS ECONOMICS – 12105 (.5 credit)**

1. Describe relative scarcity exists in all societies.
2. Give real-world examples of each type of scarce resource (e.g., Natural resources, labor, capital, entrepreneurs).
3. Identify examples of virtually unlimited wants.
4. Explain the most valuable thing a person gives up is his or her opportunity cost.
5. Demonstrate an understanding of costs and benefits analysis by giving real-world examples which properly evaluate alternatives.
6. Establish a clear distinction between absolute and comparative advantage.

7. Illustrate examples of specialization, recognizing the interdependence it creates.
8. List some advantages and disadvantages of market-oriented economies as well as more directed economies.
9. Explain the role of price and other determinants of demand (e.g., income, expectations, price of related goods,...)
10. Define the role of price in influencing the quantity supplied.
11. Demonstrate an understanding how markets can be effective in allocating scarcity.
12. Illustrate and explain the pressures on a market price to increase or decrease.
13. Explain the role markets play in continuing to respond in a dynamic economy.
14. Change non-price determinants of supply to illustrate shifts in a supply curve.
15. Evaluate relationship between inputs and outputs.
16. Use expenditures (explicit costs) along with implicit costs (e.g., opportunity cost) in making profit maximizing decisions.
17. Explain revenues (e.g., total revenue and marginal revenue's) role in making profit maximizing decisions.
18. Determine the price and output in profit maximizing analysis.
19. Explain the difference in pure competition and imperfect competition.
20. Illustrate the role labor and other resource markets have on the demand for the good or service.
21. Illustrate the role of self-interest in economic decisions by both consumers and producers.
22. Explain the role of government in directing, controlling and regulating market economies.
23. Explain the role and impact saving has on building wealth.
24. Define money; explain the role of banks and contrasting them with security exchanges.
25. Explain the role and utilization of credit in a market economy.

26. Define Gross Domestic Product (GDP)
27. Define inflation
28. Define Unemployment
29. Explain the role and function of public finance.
30. Incorporate economic decision skills in identifying a career path.

#### **BUSINESS MANAGEMENT – 12052 (.5 credit)**

1. Solve mathematical managerial problems using numbers and operational resources.
2. Perform data analysis to make business decisions.
3. Evaluate the accuracy of mathematical responses using problem-solving techniques.
4. Recognize how economic systems influence environments in which businesses function.
5. Use knowledge regarding the impact government has on businesses to make informed economic decisions.
6. Describe global trade's impact on business activities.
7. Use economic indicators to detect economic trends and conditions.
8. Demonstrate use of content, technical concepts and vocabulary when analyzing information and following directions.
9. Employ verbal skills when obtaining and conveying information.
10. Use informational texts, Internet web sites, and/or technical materials to review and apply information sources for occupational tasks.
11. Prepare oral presentations to provide information for specific purposes and audiences.
12. Identify common tasks that require employees to use problem-solving skills.
13. Describe the value of using problem-solving and critical thinking skills to improve a situation or process.
14. Analyze situations and behaviors that affect conflict management.

15. Determine best options/outcomes for conflict resolution using critical thinking skills.
16. Identify with others' feelings, needs, and concerns.
17. Write goals that meet appropriate criteria: Specific, Measurable, Achievable, Realistic, Time bound.
18. Develop a foundational knowledge of accounting to understand its nature and scope.
19. Describe the role and function of human resources management.
20. Manage business risks to protect a business's financial well-being.
21. Assess needed safety policies/procedures to ensure protection of employees.
22. Analyze and exhibit leadership traits and their various roles within organizations (e.g. contribute ideas; share in building an organization; act as role models to employees by adhering to company policies,
23. Consider issues related to self, team, community, diversity, environment, and global awareness when leading others.
24. Describe how staff growth and development to increase productivity and employee satisfaction.
25. Explain and identify best practices for successful team functioning.
26. Demonstrate, manage, obtain and protect information through ethical behavior in a business setting to foster positive internal and external interactions.
27. Describe the nature and scope of business laws and regulations.
28. Utilize career-advancement activities to enhance professional development.
29. Use information literacy skills to increase workplace efficiency and effectiveness.
30. Acquire a foundational knowledge of information management to understand its nature and scope.
31. Maintain business records to facilitate business operations.

32. Acquire information to guide business decision-making.
33. Manage financial resources to maintain business solvency.
34. Explain the role that business management has in contributing to business success.
35. Manage purchasing activities to obtain the best service/product at the least cost.
36. Manage quality-control processes to minimize errors and to expedite workflow.
37. Explain the nature and scope of risk management practices within a business.
38. Plan organization's/department's activities to guide and support decisions and to ensure that staff focus on current and future operational priorities.
39. Develop business plans to meet company needs.

#### **BUSINESS COMMUNICATIONS – 12009 (.5 credit)**

1. Define, spell, pronounce, and syllabicate frequently used and business-related words
2. Apply rules for plurals, possessives, prefixes, and word endings
4. Demonstrate proficiency in the use of a dictionary
5. Demonstrate good sentence structure
6. Demonstrate proficiency in the use of punctuation
7. Demonstrate proficiency in using reference materials
8. Demonstrate proficiency in using software and hardware instruction manuals
9. Use appropriate words, grammar, sentence construction, and punctuation in written communications with customers, coworkers, and supervisors
10. Interpret, analyze, and confirm written instructions or procedures
11. Operate communications equipment
12. Compose and key error-free electronic mail messages

13. Use dictionary and/or other reference materials to produce error-free documents
14. Demonstrate proper error correction techniques
15. Write a letter requesting admission and scholarship information
16. Request a room reservation or reply to such a request
17. Ask for material to be sent or grant or deny such a request
18. Ask for credit, grant it, or deny it
19. Request a speaker for a convention or meeting
20. Sell a service/product through the mail
21. Write or answer a letter of complaint
22. Prepare interoffice memorandums
23. Identify the communications needs of various types of businesses such as retailing, manufacturing, financial, service, government, wholesaling, and distribution.
24. Use appropriate technologies to create identified business correspondence
25. Key documents from longhand or edited rough draft
26. Proofread documents
27. Meet the standard of mailability for all production work
28. Prepare and deliver an oral presentation
29. Practice customer contact skills
30. Interpret, analyze, and confirm verbal instructions
31. Utilize listening skills
32. Perform a self-evaluation to determine strengths and weaknesses
33. Develop grooming and personal hygiene habits
34. Develop a healthy self-esteem
35. Describe the importance of the following personal qualities: honesty, loyalty, courtesy, cooperation, alertness, ambition, punctuality, interest, involvement, patience, tact, confidence, sense of humor, dependability/reliability, flexibility, and initiative.



36. Describe acceptable conduct in the following professional relationships: employee-employer, employee-coworker, and employee-public
37. Research and report on various business careers
38. Prepare a résumé
39. Compose and type employment-related letters such as application, thank you, resignation, etc.
40. Complete an application form
41. Demonstrate the techniques of a good job interview
42. Prepare a computerized spreadsheet to analyze and present data
43. Prepare graphic presentations of data by computer
44. Incorporate graphic presentation of data in a printed document

**INFORMATION TECHNOLOGY IN SERVICE PROFESSIONS – 44010 (.5 credit) (School may offer 10051 – Information Management – 1 credit – in place of this course)**

1. Record observations of activities and incidents following occupation-specific guidelines.
2. Transcribe information based upon written data and observations.
3. Create written reports from recorded observations.
4. Record details of calls, dispatches and/or messages.
5. Record daily activities and submit logs based upon occupation-specific expectations. (i.e. activities of prisoners, phone calls, alarms, property damage, theft, unusual occurrences OR project work, community development records, etc. ).
6. Create, keep and update database of people involved in government and LPSS (i.e., prisoners, offenders, clients, service recipients, witnesses, etc.).

7. Maintain access to and security of sensitive materials.
8. Utilize Internet browser software to research information related to LPSS and government applications.
9. Utilize electronic systems to share files and documents and to communicate within and across organizations.
10. Prepare written reports that detail specifics of incidents (i.e. fire, client referrals, etc.)
11. Discuss various types of software specific for use in government, medical, fire, law enforcement, dispatching, and corrections settings.
12. Employ spreadsheet and database applications to organize, manipulate, and manage data.
13. Use Translation Software to communicate information.
14. Create and interpret tables, charts, and figures to support written and oral communications.
15. Use information technology tools to manage and perform work responsibilities.
16. Explore advances in record keeping technology as it develops.

**FIRST AID/CPR/EMR – 44050 (.5 credit) (Certification Course, Instructor must hold appropriate certification)**

1. Use protocols in emergency management response when working with an on-scene accident.
2. Use radio equipment, computer technology and public address/warning systems to manage emergency situations.
3. Practice response procedures used to respond to small and catastrophic incidents.
4. List local, state, and federal regulations pertaining to safety issues.

5. Display proper handling of hazardous materials to manage demands of medical, fire, environmental, and technical disasters of situations when hazardous materials are present.
6. List laws, ordinances and organizational rules of conduct to perform assigned duties.
7. List responsibilities of a beginning employee in emergency, fire, and EMT/First Responder services career to understanding the emotional and physical challenges of the field.
8. Define first aid and describe who has the duty to give first aid.
9. Describe where to find a list of items in the first aid kit at your worksite.
10. Explain how to keep yourself safe when giving first aid, including putting on and taking off protective gloves.
11. Explain how to keep the victim from further injury when giving first aid.
12. Explain how to phone your department/agency emergency response number (or 911)
13. Explain how to contact the Emergency Medical Services system in your area.
14. List examples of when you should phone your department/agency emergency response number (or 911) for help.
15. Describe how a first aid rescuer might feel after an emergency.
16. Explain your role in keeping first aid care confidential.
17. Explain which forms your department/agency wants you to fill out after you give first aid.
18. List the signs and symptoms of a victim with a breathing problem and describe what to do.
19. Describe how to relieve choking.
20. Describe the signs and actions for a victim with a bad allergic reaction.
21. Describe how to use an epinephrine pen.
22. Describe several words that a victim may use to describe discomfort, pain, or pressure caused by a heart attack.

23. Explain where the pain or pressure of a heart attack might be located.
24. Explain first aid actions for a victim with chest discomfort, pain or pressure.
25. Explain fainting and the first actions for it.
26. Describe the signs, symptoms and first aid actions for low blood sugar in a person with diabetes.
27. List the three signs and symptoms of and first aid actions for a stroke.
28. Describe the signs and symptoms of and first aid actions for a person having a seizure.
29. The signs of and first aid actions for shock.
30. Describe the first aid actions for bleeding that you can see and how to stop it.
31. Explain when you should expect bleeding inside the body.
32. Describe first aid actions for bleeding you can't see.
33. List signs of and first aid actions for a victim with head, neck and spine injury.
34. Explain the first aid actions for broken bones and sprains.
35. List the first aid actions for burns.
36. Describe the first aid actions for:
  - a. A victim of electrocution
  - b. Bites and stings
  - c. Heat-related emergencies
  - d. Burns
37. Describe the signs of and first aid actions for cold related emergencies.
38. Explain the steps for giving first aid for poisoning.
39. Demonstrate CPR techniques for use on:
  - a. An adult
  - b. A child
  - c. An infant
40. Describe what an Automatic External Defibrillator does.
41. Explain use situations and operation of an AED.
42. Explain how to give CPR and use an AED.

## **LAW ENFORCEMENT I – 44200 (1 credit)**

### **Introduction to Law and the Legal System**

1. Describe the relationship between laws and values.
2. Explain how human rights affect the writing of laws.
3. Define the difference between civil and criminal laws in a democratic system of government.
4. Illustrate the connection between the three branches of government and the separation of powers.
5. Explain the types of laws enacted at the local, state and federal levels.
6. Explain the requirements for jury duty in their state.
7. Evaluate whether the juror selection process in their state leads to impartial juries.
8. Define the terms *petit jury* and *grand jury*.
9. Illustrate the state and federal court systems.
10. Explain the attorney-client privilege.

### **Criminal Law and Juvenile Justice**

1. Explain the two different classes of crimes
2. Explain crimes against property
3. Explain the effect of 9-11 and the Law and Terrorism
4. Explain the problems associated with measuring crime.
5. Distinguish between criminal justice and criminology.
6. Explain the sources of criminal law.
7. Distinguish between substantive and procedural law.
8. Compare and contrast the elements of a felony and a misdemeanor .
9. Determine the difference between *mala in se* and *mala prohibitum*..
10. Explain the legal defenses against criminal liability.
11. Identify the different sources of stress for police officers and what steps can be taken can be taken to reduce or manage the stress.
12. List strategies for reducing crime.

13. Identify factors that put young people at risk for gang involvement.
14. Explain how the *Brady Act* attempts to control gun possession
15. Explain how substance abuse is linked to crime.
16. Identify the U.S. Supreme Court cases which govern search and seizure incident to a legal arrest.
17. Describe the importance of Terry vs. Ohio and subsequent cases.
18. Define the conditions that must occur for an arrest to occur.
19. Compare and contrast the roles of the prosecutor and the defense attorney in the criminal justice process.
20. Assess the elements of criminal law, including common law vs. statutory law, intent and remedies, "spirit of the law" vs. "letter of the law", and standard of proof.
21. Discuss civil law, including tort, breach of contract, and standard of proof.
22. Relate case law, including precedents and decisions to statutory law.
23. Research the consequences that may arise from citing a crime by the wrong code number.
24. Compile a list of the six escalating levels of response available to the police officer, beginning with officer presence and continuing through verbal commands, control restraint, chemical agents, temporary incapacitation, and deadly force.
25. Compare the right of police and other protective services officers to use deadly force with the right of an ordinary citizen to defend him or herself
26. Distinguish between infraction, moving violation, license, and registration.
27. Relate the types of physical training to follow after employment with a particular agenc.
28. Role-play different aspects of police officers' duties to stress the importance of physical fitness for law enforcement or correctional officers.

29. Demonstrate use of handcuffs, weapons, map books, traffic templates, whistle.
30. Discuss factors for officer survival (positive attitude, anticipation of danger, plan of action, good physical condition, and maintenance of equipment).

### **Individual Rights and Liberties**

1. Define an amendment to the US Constitution and give examples of the first 10 Amendments.
2. Explain the three (3) basic Constitutional Law Principles
  - a. The rights are not absolute
  - b. Citizens are protected from certain actions by the government
  - c. Enforcing one's rights can be expensive and time consuming
3. Illustrate the importance of the First Amendment, *freedom of speech*.
4. Distinguish *time, place and manner* restrictions on the First Amendment.
5. Explain censorship and Freedom of the Press.
6. Cite examples when the government and the press disagree over First Amendment rights
7. Defend symbolic speech citing *Tinker v. Des Moines School District*.
8. Indicate the importance of the following concerning the First Amendment's Freedom of Religion:
  - a. *establishment clause*
  - b. *free exercise clause*
9. Compare and contrast *procedural and substantive due process*.
10. Explain the Right to Privacy.
11. Explain how the 13th, 14th, 15th, 19th, and 24th Amendments attempt to make equality a reality for Americans
12. Explain rights and responsibilities in the workplace
13. Support the argument for or against the assistance of workers unions.
14. Explain when firing an employee can be considered illegal.

### **Communications**

1. Use language, organization, and format appropriate to the subject matter, purpose, and audience.
2. Check, edit, and revise for correct information, appropriate emphasis, grammar, spelling, and punctuation.
3. Follow oral instructions:
  - a. Listen for and identify key words
  - b. Listen for words that identify a procedure
  - c. Listen for steps or actions to be performed
  - d. Listen for clues regarding the order of sequence in which a task is performed
4. Analyze a speaker's point of view.
5. Write a persuasive paper for or against an issue.
6. Engage in a discussion or debate taking a stand on an issue.
7. Utilize Cornell Notes strategies to signify important information from class activities and lecture.

### **Mathematics**

1. Estimate, apply, and solve problems involving fractions, decimals, percentages, and real numbers.
2. Construct and interpret tables, charts, maps, and/or graphs.
3. Apply measurement concepts of distance, direction, rate, time and acceleration
4. Explain and give examples of variable interest rates

### **Computer Technology**

1. Identify and discuss how law enforcement and other criminal justice agencies are incorporating technological advances into their daily operations.
2. Access data from electronic bulletin boards, news groups, home pages, and other online resources.
3. Define, understand, and use common computer technology terminology.
4. Compose, organization, and format appropriate to the subject matter, purpose and audience.
5. Use presentation and multimedia software to design/create a variety of presentations.

6. Use the internet to explore for career opportunities within specified fields of study

### **Career Development Skills**

1. Participate in Team tasks:
  - a. establish team goals
  - b. establish team standards
  - c. receive and give information
  - d. process information
  - e. plan for action
  - f. complete team tasks on time
2. Listening Skills
  - a. Listen for and identify key words
  - b. Listen for words that identify a procedure
  - c. Listen for steps of actions to be performed
  - d. Listen for clues regarding the order or sequence in which a task is performed
  - e. Distinguish fact, opinion, and inferences in oral communication
  - f. Restate or paraphrase a conversation to confirm what is said
3. Time Management
  - a. Sets priorities or the order in which several tasks will be accomplished
  - b. Utilize time management strategies to reduce work and family conflicts
  - c. Demonstrate stress management skills
  - d. Identify influences on use of time

### **Portfolio Development**

1. Organize a career portfolio (electronic or hard copy) to document knowledge, skills, and experiences in a career field.
2. Note behaviors and traits that lead to an individual's positive or negative image
3. Complete and self-assess a job application for a selected position.
4. Prepare for; demonstrate proper attire, and role play in a mock job interview .
5. Select given assignments to place into a student's Law Portfolio
6. Self-assess information covered in Law I course and give opinions on how the Law I course can be improved

## **LAW ENFORCEMENT II – 44201 (1 credit)**

### **The Nature of Crime, Law and Criminal Justice**

1. Analyze crimes from the Old West to modern day crimes of the 21st century.
2. Discuss the diverse careers available in criminal justice.
3. Compare and contrast the different perspective of crime control and the pros and cons of each perspective.
4. Formulate an opinion on which perspective on crime control would work best.
5. Indicate the various index crimes.
6. Differentiate between Part I Crimes (murder, non-negligent manslaughter, rape, robbery, aggravated assault, burglary, larceny, motor vehicle theft, and arson) and Part II Crimes (less serious misdemeanors).
7. Indicate how crime is collected for the UCR (Uniform Crime Report).
8. Indicate the differences between the UCR, NIBRS (National Incident Based Reporting System) and the NCVS (National Crime Victimization Survey).
9. Identify and analyze current crime trends and how they affect law enforcement's approach to various police issues.
10. Indicate the difference between *expressive* (emotions) and *instrumental* crimes (to survive).
11. Substantiate between masculinity and chivalry hypothesis.
12. Present an opinion on social class and crime
13. Identify the contemporary forms of terrorism.
14. Indicate the differences between white collar crime and organized crime.
15. Define *deterrence* and indicate how it applies to differing theories of criminal justice.
16. Classify the different forms of deterrence.
17. Defend a position on which form of deterrence is the most efficient.

18. Indicate and discuss the difference between sociological, psychological, and biological theories on why people commit crime.
19. Indicate how social structure could lead to crime (poverty, middle class, wealthy).
20. Give an opinion on how poverty and its relationship to crime rate, crime tendencies, etc.
21. Explain the life course theory and how relationships and experiences guide behavior.
22. Determine the difference between substantive and procedural law.
23. Define *stare decisis* and indicate how the use of precedence influences common law.
24. Define *mala in se*.
25. Determine the major differences between criminal law and civil law.
26. Indicate the three (3) major sources of criminal law.
27. Explain why the Constitution would forbid an *ex post facto* law.
28. Explain the relationship between *actus reus* and *mens rea*.
29. Define: *strict liability*, *public safety*, *Justification*, *penumbral crimes*, *obituary*, and *stalking*.
30. Explain the differences between the various insanity defense standards: *M'Naghten*, *Irresistible Impulse*, *Durham*, *Substantial Capacity*, and *Present Federal Law*.
31. Discuss the impact of *Miranda v. Arizona* on our nation's laws.
32. Indicate the significance of the 4th, 5th, 6th, 8th and 14th Amendments.
33. Define *Due Process* and its many effects on criminal justice.

### **The Police and Law Enforcement**

1. Indicate the development of law enforcement originates from England.
2. Describe the relationship the following terms: *tithing*, *hue and cry*, *hundred*, *constable*, *shire reeve*, *watch system*, and *justice of the peace*.

3. Indicate the average starting salary of a police officer, corporal, sergeant, lieutenant, captain, etc.
4. Indicate the importance of the *Metropolitan Police Act of 1829*.
5. Evaluate the importance of Sir Robert Peel and his works within the development of criminal justice.
6. Distinguish the difference between a sheriff and a vigilante.
7. Identify and sequence significant, historic events that have shaped America's criminal justice system.
8. Indicate the importance of social trends and police reforms brought about in the 20<sup>th</sup> century.
9. Identify and articulate the most notable achievements of contemporary American police.
10. Describe and defend your opinion on community policing.
11. Identify the roles and the functions of the FBI.
12. Indicate the different divisions of the FBI:
  - a. Criminal Justice Information Services Division CJIS
  - b. Crime Laboratory
  - c. Child Abduction and Serial Killer Unit
  - d. Combined DNA Index System CODIS
  - e. Uniform Crime Report
  - f. NCIC – National Crime Information Center
13. Indicate the justification and function the Department of Homeland Security.
14. Explain how the use of technology has aided law enforcement officials in the realm of criminal justice and predict how incorporation of technology will assist them in the future.
15. Indicate the function of a patrol and how their activities help deter crime.
16. Describe the following terms: *beat*, *order maintenance*, *proactive policing*, *sting operation*, *vice-squad*, *broken windows model*, *community oriented policing*, *foot patrol*, and *internal affairs*.

17. Identify the different positions within the police organization and indicate their specific duties:
  - a. Vice
  - b. Detectives
  - c. Patrol
  - d. Community Policing
  - e. Traffic
  - f. Prevention
  - g. Juveniles
18. Explain the time and rank system and identify the steps a police officer should take to advance.
19. Defend why proactive policing would be an effective way to deter crime.
20. Defend an opinion on community policing.
21. Indicate how public perception can skew the view of police and their interaction with the public.
22. Explain the notion of the blue curtain and how it affects the public's perception of law enforcement officials.
23. Differentiate the four basic styles of policing (the crime fighter, the social agent, the law enforcer, and the watchman).
24. Describe the importance of discretion and the ways it can be used in carrying out normal police operations within law enforcement.
25. Describe how different factors influence a police officer's discretion: legal factors, victim factors, environmental factors, peer factors.
26. Discuss some of the problems associated with policing, including: stress, police brutality, and other current topics affecting police officers.
27. Discuss the importance and application of the Law Enforcement Code of Ethics to the field of law enforcement and the criminal justice process.
28. List and describe differing factors related to police shootings.
29. Recognize the concept of legal control over police activity.
30. Defend an opinion on *Miranda v. Arizona* and its effect on law enforcement policy.

31. Explain the elements of a search warrant and the steps taken to obtain one.
32. Explain the concept of stop and frisk.
33. Explain the use of discretion on the threshold inquiry.
34. Describe the concept of search incident to a lawful arrest.
35. Defend an opinion on warrantless searches.
36. Explain the terms: booking, line up, and good faith exception.
37. Determine the impact of the exclusionary rule and give an opinion on its benefits or challenges.

#### **Maintaining Custody of Prisoners**

1. Outline the procedures for safe transport of prisoners.
2. Show how prisoners should be secured in a vehicle.
3. Determine the information that should be given to dispatch/communications.
4. Notice and make specific adjustments for prisoners of both genders and persons with injuries.
5. Justify the use of handcuffs, disposable cuffs, waist belts, and locking leg irons.
6. Determine and defend reasons for the use of pat down search.
7. Indicate methods used to prevent injury of a person in custody.
8. Demonstrate the ability to use proper fingerprinting techniques.
9. Defend the reasoning for legally requiring certain records during the booking of a prisoner.
10. Discuss recent developments related to the rights of pretrial detainees.
11. Discuss the rights of a prisoner in regards to religious practice and beliefs.
12. Understand the reasoning for and determine the minimum standards for sanitation within a correctional setting.
13. Determine the standards for nutrition inside a correctional setting.

14. Indicate the need for phone correspondence, visitation, mail, and legal aid within a correctional facility.

#### **Search and Seizure**

1. Determine the differences between evidence, material evidence, and chain of evidence.
2. Explain the importance of maintaining the chain of evidence from the point of seizure through trial.
3. Demonstrate proper collection, tagging, and transportation of evidence.
4. Identify and verify reasons evidence can be excluded in trial.
5. Relate hearsay to admissibility in trial.
6. Compare search and seizure laws inside a correctional facility to those outside of a correctional facility.

#### **CERTIFIED PROTECTION OFFICER – 44210 (.5 credit) (Instructor must be IFPO Certified)**

1. Describe the International Foundation for Protection Officers (IFPO), its integral part in the Criminal Justice field, and the certification available to students who successfully complete IFPO requirements.
2. Demonstrate understanding of the key articles of the industry standard Professional Code of Ethics: loyalty, exemplary conduct, protecting confidentiality, maintaining safety and security, deportment, enforcement of rules and regulations, developing rapport, honesty and integrity, lack of prejudice, and self-discipline.
3. Demonstrate professional officer conduct in and out of the school setting.
4. Detail the importance and historical background of private security (hired protection) and public law enforcement (police).
5. Understand the four classifications of assets:

- a) People – employees, visitors, clients
  - b) Property – real estate, buildings, merchandise
  - c) Information – vital data
  - d) Image – image cultivated through public relations & customer good will.
6. Explain and demonstrate the three most important aspects of field notes: detect. Observe and report, and demonstrate how field notes are used to create reports.
  7. Write accurate, professional field notes and reports.
  8. Identify and explain the purposes of patrol: detection, prevention and deterrence, ensure compliance, report/record and investigate and respond to emergencies.
  9. Know and apply the 3 actions to take when first on the scene: securing the scene, rendering aid to any victim(s), and calling for backup.
  10. Demonstrate proper frisking, cuffing, and take down techniques.
  11. Describe and demonstrate proper radio protocols and procedures.
  12. Identify the circumstances under which a police or security officer may detain a subject, conduct and legal search of the subject, and if necessary properly restrain a subject.
  13. Explain how information stored on computer systems can be compromised including confidentiality, integrity, availability and authorization.
  14. Detail types of computer/information security policies that should be in place at client sites including password protection, e-mail and Internet policies, backup and restore policies and vulnerability of computer and other office hardware (fax lines, phone lines and wireless transmission systems).
  15. Understand and explain when force is necessary, proportionate to the circumstances, that eminent danger of harm exists, deadly vs. non-deadly options, justification of the use of force, civil and criminal liabilities attached to the use of force.
  16. Demonstrate basic verbal techniques to diffuse a situation.
  17. Demonstrate basic restraint techniques, i.e. take downs, hand cuffing.
  18. Analyze and distinguish between the various classifications and designations of offenses under local, county, state, and federal laws.
  19. Understand the principles of the Miranda Warning.
  20. Demonstrate the ability to research information about laws and identify credible resources to assist with understanding them.
  21. Demonstrate proper technique to conduct traffic control on public and private property, including proper use of hand signals, whistle, signage, and reflective clothing and equipment.
  22. Identify and react to different types of crowds and motives for crowds forming – including demonstration of effective management of large groups of people, and maintaining a good attitude and full attention to safety at all times.
  23. Recognize leaders and agitators within a crowd and be able to effectively and safely remove them.
  24. Explain the need to plan in advance for demonstrations, sporting events, parades and the like.
  25. Know fire prevention and detection, hazardous material identification and handling, and the necessary steps to deal with each.
  26. Recognize a bomb threat, how to handle the threat, and conduct a search of the premises to determine if a threat exists.
  27. Recognize the difference between a strike, lock-out, and labor disputes and be able to react accordingly.
  28. Define and explain the differences between international and domestic terrorism and their basic structures.
  29. Describe the differences between nuclear, biological and chemical weapons (NBC) and the consequences of their use against civilian targets.
  30. Describe how and why communication and confidentiality are paramount when dealing with issues of threat.
  31. Explain how and why an alarm system is used to provide early warning of an intruder(s).
  32. Explain and recognize the four methods of alarm monitoring.
    - a) local monitoring
    - b) central station
    - c) direct fire & police
    - d) proprietary
  33. Distinguish between public relations & human relations.
  34. Demonstrate how to deal effectively with people including supervisors and managers, fellow employees and security officers, emergency personnel, and outsiders & visitors.
  35. Demonstrate basic techniques that can be applied to most situations including ways to develop rapport with a suspect or witness, encourage the subject to keep talking, and avoid/prevent leading questions or faulty assumptions during an interview.
  36. Take a statement from a witness quoting exactly what the witness stated.

37. Develop listening skills and know how to ask open ended questions to elicit information from a suspect or witness.
38. Develop and demonstrate conflict resolution skills to better deal with stressful situations.
39. Recognize, understand and respect disputant points of view.
40. Identify and describe the causes of disruptive behavior such as illness, emotional problems, drugs and alcohol, stress, anger/frustration.
41. Identify multiple effective, specific ways to manage disruptive behavior.
42. Identify, practice and follow the 3 rules for officer guidelines: remain calm, act appropriately, and be objective. Recognize the signs of employee dishonesty such as falsifying time sheets, theft of company property, and unauthorized use of company equipment or vehicles.
43. Recognize the signs and symptoms of substance abuse.
44. Understand, explain, and demonstrate the necessity and benefits of good physical fitness, a good exercise program and dietary habits, and a good night's sleep.
45. Discuss how differences between/among people and/or groups can contribute to situations that may benefit from, or require, intervention from different sectors of the criminal justice system.
46. Detail the process and procedures for a victim of sexual harassment to pursue to seek a remedy for the offense(s).
47. Identify current sexual harassment prevention and response resources available at local, regional, and national levels.

48. Define and describe the four types of surveillance: covert, overt, personal and electronic.
49. Describe how laws protecting privacy should be honored and protected during surveillance.

#### **CORRECTIONS OFFICER – 44215 (.5 credit)**

1. Identify the major roles & responsibilities of the corrections officer.
2. Discuss the development of the adult criminal justice system in the United States and Kansas.
3. Discuss the major trends in the adult criminal justice system in the United States and Kansas (e.g., community policing, restorative justice, diversionary programs)
4. Explain the adult criminal justice process from arrest to disposition.
5. Distinguish the major types of dispositions (e.g., incarceration, probation, restitution).
6. Identify circumstances under which juveniles would be processed in the adult criminal justice system.
7. Explain ethical violations you might see in a correctional setting and discuss best methods for handling them.
8. Explain why corrections officers, on and off duty, should exemplify the highest ethical and moral standards.
9. Explain the problems associated when a corrections officer violates the law.
10. Identify the primary legal references and sources that impact the work of a corrections officer.
11. Given a specific code violation, identify the elements, classification, and penalties of that violation using the relevant penal code for reference.
12. Identify legal issues inherent in the handling of a crime that has been committed inside a detention facility.

13. Identify the procedures for making inquiry (of confidential records) into law enforcement information systems.
14. Given a sample case description indicate those factors that would affect classification (such as: medical status, gender, type of violation, behavior history, etc.).
15. Identify behaviors exhibited during the classification process that would suggest the need for further investigation prior to classification (such as: request for a particular unit, unusual nervousness, lack of eye contact).
16. Given a list of classification, identify specific risks, precautions, etc. associated with each.
17. Define contraband in a correctional setting.
18. State why each major type of contraband represents a potential hazard in a correctional facility.
19. Identify common ways in which contraband is obtained by inmates and list common hiding places.
20. Describe the process for handling various types of contraband using a sample departmental policy manual for reference.
21. Identify the reasons for offering evidence in court.
22. Identify the tests that evidence must successfully pass before it may be entered into criminal court.
23. Discuss the reasons for effective communications in a jail setting.
24. Explain the barriers to effective communication in a jail setting.
25. Identify signs of trouble in a jail setting that could be prevented or mitigated through effective interpersonal communication.
26. Given a scenario, demonstrate effective communication skills that might prevent an escalation of tension.
27. Given transcripts of interactions, indicate which communication systems (radio, telephone, public address) would be most appropriate for

- communicating with fellow officers given the type of situation.
28. Discuss reasons for responding courteously and professionally to incoming calls and/or questions from the public.
  29. Identify the legal framework for a correction officer's use of reasonable force.
  30. Given examples of situations requiring the use of physical force, identify actions that would constitute reasonable force using relevant codes, statutes, and case law materials for reference.
  31. Identify actions that would be considered excessive force.
  32. In a simulated exercise, demonstrate behaviors or verbal interventions that a corrections officer can use to de-escalate problems.
  33. In simulations of a frontal and rear assault, demonstrate rear brake fall and forward break fall techniques, incorporating: correct body position, proper movement, balance, & position of advantage.
  34. In a simulation, demonstrate at least two joint lock control holds incorporating: balance, maintaining position of control & advantage, proper foot movements, and joint lock mechanisms.
  35. In a simulation, demonstrate at least two "take down" techniques incorporating: balance, maintaining a position of control & advantage, and proper foot movements.
  36. Demonstrate proper manipulation of handcuffs.
  37. Demonstrate handcuffing a compliant, non-threatening subject using proper principles.
  38. Demonstrate assisting a person who is prone to his/her feet incorporating: appropriate verbal instructions, not pulling subject up by his/her arms, and not compromising the person's ability to breathe.
  39. Demonstrate the proper use of at least one mechanical restraint device commonly used in a correctional facility.
  40. Identify the monitoring requirements of inmates who are placed in restraint devices and/or safety cells.
  41. Explain the principles, conditions, and limitations under which safety cells may be used.
  42. List the forms used and identify the correct procedure for receiving inmates.
  43. List appropriate steps in the booking procedure.
  44. Identify the major steps in processing inmates prior to housing.
  45. Identify the reasons why it is important to obtain clear fingerprints.
  46. Identify the major steps in orienting new inmates.
  47. State consequences of improper use of supplies to new inmates.
  48. Identify the procedure for verifying the identity of an inmate prior to release and state consequences of releasing the wrong person.
  49. Identify the procedure for returning & transferring inmates' property.
  50. State why errors in key handling might pose threats to security.
  51. Identify items to look for when searching the facility (such as: shanks, razor keys, excess medications, contraband, etc.)
  52. List the steps and safety precautions to be observed when searching the facility.
  53. Describe the procedure for limiting and controlling movement of inmate workers during search of facility.
  54. Identify the principles governing security rounds and identify signs to watch out for.
  55. Identify steps in conducting outside perimeter checks.
  56. Identify procedures for doing numerical, body and photo counts.
  57. Describe the procedure for responding to the absence of an inmate.
  58. List procedures of searching for a missing or escaped inmate.
  59. Identify the legal principles inherent in conducting pat-down and strip searches.
  60. Identify the "universal safety precautions" for conducting searches of inmates.
  61. Given a scenario, simulation or video of a jail-related incident, generate a description of the incident and the first draft of a report of the incident.
  62. Identify the elements of writing that are important for effective communication.
  63. Describe the four major types of reports used in local corrections: incident, disciplinary, crime, use of force.
  64. Demonstrate proofreading and revision techniques related to improving the communication.
  65. Demonstrate effective techniques for interviewing of inmates.
  66. Discuss techniques for effective observation and note-taking of jail incidents/condition of inmates.
  67. State why knowledge of classification system and housing layout is essential to escorting inmates within the facility.
  68. Describe situations where individual movement of inmates is more appropriate than group movement.
  69. State the potential consequences of improper supervision during in-house movement of inmates.
  70. Identify duties of the corrections officer in supervising meals for inmates in the dining hall.
  71. Identify inmate behaviors that may signal trouble in the dining hall and generate a plan for enforcing discipline and/or reestablishing order.
  72. Identify responsibilities of corrections officers in supervising the cleaning of cells by inmates.
  73. Identify case law relevant to inmate exercise, recreation, fresh air, & natural light exposure.
  74. Identify potential safety & security hazards that can occur during recreation time.



75. Identify problems that may occur during inmate use of phone and explain appropriate staff response.
76. Given sample descriptions of inmate disputes, classify according to whether or not back-up should be called.
77. Identify possible consequences of failing to promptly investigate disturbances.
78. Identify precautions that may prevent a dispute from leading to physical injury or property damage.
79. Identify legal issues concerning the discipline of inmates and define the steps of progressive discipline.
80. Identify the roles and steps in the appeals process of inmate "grievance procedures".
81. Describe the techniques and strategies of an inmate manipulator and explain how to prevent becoming a victim.
82. Given a list of inmate classifications and standard supplies, identify potential incompatibilities (e.g., suicidal inmate with razor blade).
83. Identify the rules governing the distribution of commissary goods.
84. Explain the value of a properly operated commissary.
85. Identify potential signs of mental health issues in inmates (such as: withdrawal, excessive fear, loss of appetite, suicide statements, etc.).
86. Describe the signs & symptoms of inmates who pose suicide risk and discuss potential liabilities resulting from a suicide.
87. Identify suicide risk factors.
88. Identify the potential indicators of substance abuse among inmates.
89. Discuss potential indicators of physical problems requiring medical attention.
90. Describe symptoms and treatment conditions related to those diseases most likely to show up in a correctional facility.
91. Discuss the role of the corrections officer when assisting medical staff.

92. Identify reasons why medical staff are to be informed of the classification of all inmates they visit and are to be accompanied at all times.
93. Identify the rights and visitation privileges of attorneys and other visitors using appropriate code sections, minimum jail standards, and case law for reference.
94. Identify steps to be taken when admitting visitors.
95. Identify postal regulations relevant to the opening and reading of legal and non-legal mail.
96. Identify types of information or communication that should not be transmitted to inmates and indicate why each is inappropriate.
97. Explain the steps to follow when preparing to transport an inmate.
98. Identify classifications of inmates that should not be mixed for transport.
99. Identify the steps in the transport procedure and discuss problems that can occur during transport.
100. Participate in an individual self-assessment evaluation comprised of the following:
  - a) Timed 1.5 – 3 mile walk or run
  - b) Flexibility exercises for hamstring & back
  - c) Baseline number of push-ups and sit-ups.
101. Demonstrate ability to
  - a) Properly lift and carry heavy objects (walking, running, climbing steps)
  - b) Drag minimum of 165 lbs.
  - c) Complete a 50 yd. sprint within 20 seconds.

**PUBLIC SAFETY TELECOMMUNICATIONS  
– 44220 (.5 Credit) (Certification Course,  
Instructor must hold certification)**

1. Describe the duties and job requirements of a Public Safety Telecommunicator.
2. Explain the importance of ethics and values in Public Safety Communications.

3. Explain the Communications Cycle and discuss the need for good verbal, non-verbal and listening skills in customer service and emergency communications.
4. Demonstrate the techniques for gathering basic and descriptive information.
5. Define Call Processing and list the Basic Call Processing Techniques.
6. Utilize proper 9-1-1 Telephony Terminology.
7. Compare and contrast Basic 9-1-1, Enhanced 9-1-1, and Wireless E 9-1-1.
8. Explain and discuss Voice over Internet Protocol (VoIP).
9. Demonstrate use of TTY terminology and equipment.
10. Define Telematics.
11. Demonstrate proper response for:
  - a) Emergency with voice calls
  - b) Airbag/Telemetry Activation, No Voice calls
  - c) Emergency Button Activation, No Voice calls
12. Define and describe a Computer Aided Dispatch (CAD) System.
13. Demonstrate ability to use 24 hour time.
14. Demonstrate Radio Telecommunications Techniques.
15. Demonstrate use, care and maintenance of Radio Equipment.
16. Describe various call classifications and describe differences between:
  - a) Law Enforcement Call Types
  - b) Fire Service Calls
  - c) EMS Calls
17. Explain the National Incident Management System (NIMS).
18. Describe the concepts and principles of the Incident Command System.
19. Provide an overview of Civil Liability Law.
20. Explain confidentiality rules and liability in call handling.

21. List ways to minimize liability risks.
22. Describe ways to reduce mental and physical stress.

#### **FORENSIC SCIENCE – 44224 (.5 credit)**

1. Introduction
  - a. Discuss careers available in the field of forensic science and training required for each
  - b. Distinguish individual evidence from class evidence and discuss its relevance in a court of law
  - c. Justify use of observation skills and debate validity of eyewitness accounts of events
  - d. Practice HazMat and Bloodborne Pathogen safety
2. Crime Scene Investigation
  - a. Differentiate procedures for securing & documenting a crime scene
  - b. Perform evidence collection and storage
3. Trace Evidence
  - a. Develop, analyze and classify fingerprints
  - b. Identify & compare various types of shoe, tire, palm, lip, and bite prints
  - c. Analyze, identify, and compare various hair samples
  - d. Compare various types of fibers through physical and chemical analysis
4. Drugs & Toxicology
  - a. Perform tests to identify various drugs and/or poisons
  - b. Research and examine how various drugs &/or poisons affect and/or move through the human body
5. Soil & Glass Analysis

2/12/2013

- a. Deduce, compare & contrast characteristics of various types of sand and soil
- b. Use refractive index and density to determine differences in small particles of glass

#### **FORENSIC SCIENCE COMPREHENSIVE - 44225(1 credit)**

1. Introduction
  - a) Discuss careers available in the field of forensic science and training required for each
  - b) Distinguish individual evidence from class evidence and discuss its relevance in a court of law
  - c) Justify use of observation skills and debate validity of eyewitness accounts of events
  - d) Practice HazMat and Bloodborne Pathogen safety
2. Crime Scene Investigation
  - a) Differentiate procedures for securing & documenting a crime scene
  - b) Perform evidence collection and storage
3. Trace Evidence
  - a) Develop, analyze and classify fingerprints
  - b) Identify & compare various types of shoe, tire, palm, lip, and bite prints
  - c) Analyze, identify, and compare various hair samples
  - d) Compare various types of fibers through physical and chemical analysis
4. Drugs & Toxicology
  - a) Perform tests to identify various drugs and/or poisons
  - b) Research and examine how various drugs &/or poisons affect and/or move through the human body

5. Soil & Glass Analysis
  - a) Deduce, compare & contrast characteristics of various types of sand and soil
  - b) Use refractive index and density to determine differences in small particles of glass
6. Serology
  - a. Distinguish between human and animal blood
  - b. Accurately type blood
  - c. Explore bloodstain patterns as a function of velocity, direction and height of fall
7. DNA Analysis
  - a. Describe crime scene evidence collection and processing to obtain DNA
  - b. Isolate and extract DNA from cells
  - c. Justify use of DNA to determine family connections
  - d. Examine use of DNA in the legal process
8. Forensic Entomology
  - a. Outline the succession of various types of insects found on a body as it decomposes
  - b. Deduce time of death using insect evidence
9. Human Remains
  - a. Use a human skeleton to determine gender, age range, height and race
  - b. Predict time of death using rigor mortis, algor mortis, livor mortis, and stages of decomposition
  - c. Distinguish between cause, manner, and mechanisms of death
10. Handwriting/Document Analysis
  - a. Characterize facets of individual handwriting
  - b. Distinguish between different handwriting styles
  - c. Conduct an experiment using paper chromatography to determine the ink used

- d. Describe features of paper currency used to detect counterfeit bills
- 11. Ballistics & Tool Marks
  - a. Distinguish between types of firearms and ammunition
  - b. Use bullet trajectory to determine position of shooter
  - c. Design and conduct scientific investigations to match tool marks in a criminal investigation
  - d. Distinguish between impressions with microscopic examinations

#### **FOUNDATIONS IN LAW – 44305 (1 credit)**

1. Work with others to facilitate and achieve team goals.
2. Locate and assess relevant research sources.
3. Summarize research findings.
4. Work individually and collaboratively to obtain, synthesize and evaluate information.
5. Cite research evidence to support a position.
6. Analyze the relevance of information gathered in a legal case.
7. Provide reasoned legal arguments and respond to counter arguments.
8. Apply elements of law to the facts in a case.
9. Prepare and present a multi-media presentation.
10. Produce clear and coherent writing appropriate to different tasks and audiences.
11. Demonstrate effective communication skills (writing, listening, speaking, and non-verbal) in the legal services environment.
12. Apply information technology tools to perform tasks assigned to legal services professionals.
13. Use legal terminology to communicate within the legal services community.
14. Analyze the role forensics plays in preventing and solving crimes.
15. Describe how human rights are codified, enforced and interpreted.

16. List the roles of professionals in promoting public safety and ensuring justice for victims and the accused.
17. Describe how the U.S. Constitution protects civil rights.
18. List the processes used to develop, uphold, and change laws and public policy.
19. Describe the role of advocacy organizations in responding to and influencing the legal system.

#### **YOUTH COURT – 44310 (1 credit)**

1. Understand the legal and judicial system and the different roles that each plays in court proceedings.
2. Observe and reflect on actual court proceedings
3. Appraise the roles and functions required in legally binding proceedings
4. Discuss how decisions of courts are enforced and monitored to ensure compliance
5. Demonstrate effective listening skills, problem solving and critical thinking during the questioning and deliberation processes
6. Apply restorative justice principles through the deliberation and sentencing phases with an emphasis on actions needed to reconcile the original situation
7. Develop corrective actions that will enable the offender to become responsible and productive citizen.
8. Demonstrate appropriate case file management and organization through the entire youth court process
9. Conduct hearings in a setting that is conducive to the seriousness of the proceedings, taking into consideration, safety, security and accessibility issues
10. Develop a policy for how cases will be monitored for compliance
11. Understand and apply the function, model and procedures of court hearings

12. Obtain, synthesize and evaluate information for court proceedings through individual and collaborative efforts
13. Assume the roles and responsibilities required to perform court proceedings.
14. Create a code of conduct for the class including, dress code, confidentiality, participation, demeanor, etc.
15. Discuss strategies that can be used to coach the offender on how to correct the harm they have done to victims and the community.
16. Formulate techniques that can be used to help individuals analyze their own needs and the needs of others, i.e., victims and the community.
17. Apply appropriate elements of law to the facts in the case
18. Understand the importance of individuals developing a personal stake in the future of their communities.
19. Discuss and support the impact actions have on others, i.e., victims and the community.
20. Identify and act upon opportunities to make meaningful contributions to their families, schools, peer groups, and communities through community service.
21. Construct strategies and techniques to increase life and coping skills.

#### **LPSS INTERNSHIP – 44298 (.5 credit)**

1. Demonstrate ability to access and utilize industry resources.
2. Utilize effective time management techniques to organize work flow.
3. Research and discuss modern and future trends in equipment, methods and techniques.
4. Utilize appropriate materials and processes to meet client needs.
5. Demonstrate ability to manage and set project goals and timelines.

6. Utilize appropriate grammar and word usage in the performance of job duties.
7. Research and report on career opportunities in LPSS.
8. Demonstrate adherence to dress code policies.
9. Demonstrate adherence to and completion of all requirements of the internship- both in curriculum and field work.
10. List personal safety precautions needed to be followed during emergency responses, at emergency incidents, at the internship location and outside the workplace.
11. Describe steps involved in communicating with dispatchers and other agency personnel in emergency and non-emergency situations by phone, radio, and in written reports.
12. Describe the characteristics and organization of the incident command system.
13. Use tools and equipment safely and appropriately.
14. Define hazardous materials and adhere to all regulations regarding handling of hazardous materials.
15. Demonstrate a development of analytical skills, including the ability to frame critical questions, research problem, weigh alternatives and present evidence to support conclusions and recommendations.
16. Demonstrate appropriate coping and negotiation skills in order to work with people more effectively.
17. Gain first-hand knowledge and a greater understanding of an LPSS agency; including the administrative functions and the community forces which affect its organization and operation.
18. Demonstrate a mature understanding of people, their needs, attitudes, feelings and behaviors.

**THE FOLLOWING ARE NOT STAND-ALONE COURSES. THEY ARE SKILLS TO BE EMBEDDED IN ALL COURSES.**

2/12/2013

#### **ACADEMIC FOUNDATIONS**

1. Use information to locate, comprehend, make inferences, and draw conclusions
2. Adjust original rational number estimate of a real-world problem based on additional information
3. Generate and/or solves multi-step real-world problems with real numbers and mathematical concepts
4. Research, apply, and evaluate information to accomplish tasks
5. Apply fundamental knowledge of economics to enhance learner achievement
6. Write grammatically correct formal sentences for a variety of audiences, purposes, and contexts (narrative, expository, technical, and persuasive)

#### **COMMUNICATIONS**

1. Use appropriate communication strategies for most effective outcome
2. Demonstrate verbal, non-verbal, listening, and writing skills appropriately to communicate effectively
3. Select the reading strategy or strategies needed to fully comprehend the content within a written document (skimming, reading for detail, reading for meaning, or critical analysis)
4. Identify and explain the purpose and complexity of text
5. Locate and determine the relevancy and accuracy of resources (books, journals, magazines, Internet)
6. Identify and define terminology used in the field
7. Summarize text
8. Give and follow instructions accurately
9. Compile facts and data into a table, chart and/or diagram
10. Document resources accurately

#### **PROBLEM SOLVING, DILEMMA SOLVING, CRITICAL THINKING**

1. Identify common tasks that require employees to use problem-solving skills
2. Use problem solving and critical thinking skills to improve a situation or process
3. Create ideas, proposals and solutions to a problem
4. Guide individuals through the process of recognizing concerns and making informed decisions
5. Identify and evaluate alternatives using a variety of problem solving and critical thinking skills

#### **INFORMATION TECHNOLOGY APPLICATIONS**

1. Use information technology tools to manage and perform work (school) responsibilities
2. Identify and use a variety of web-based tools for real world application involving global communication for collection and dissemination of information
3. Use technology to locate, analyze, manipulate, and interpret information in a knowledge economy

#### **SYSTEMS**

1. List and describe the types and functions of businesses related to Law, Fire, Emergency Management, and Public Safety
2. Describe quality control standards and practices common to the workplace
3. List agencies responsible for responding to emergencies.

#### **SAFETY, HEALTH & ENVIRONMENT**

1. Complete work tasks in accordance with employee rights and responsibilities and employer obligations to maintain workplace safety health
2. -Employ emergency procedures as necessary to provide aid in workplace accidents

3. Employ knowledge of response techniques to create a disaster and/or emergency response plan
4. Manage the physical and social environment to reduce conflict and promote safety in various settings (family, work, community, cyberspace)

#### **LEADERSHIP/TEAMWORK SKILLS**

1. Demonstrate quality of work and effective communication by recognizing diversity and cultural differences
2. Determine the most appropriate response o workplace (school) situations based on legal and ethical considerations

#### **ETHICS AND LEGAL RESPONSIBILITIES**

1. Examine real world situations to discuss ethics and the appropriate code of professional conduct
2. Interpret and explain written organizational policies and procedures to help employees perform their jobs according to employer rules and expectations
3. Understand and be able to locate laws, ordinances, regulations and organizational rules of conduct to perform assigned duties.
4. Understand what it is to be a law abiding citizen and demonstrate ethical conduct.
5. Demonstrate a commitment to ethical behavior in the performance of the duties of the law
6. Abide by character building actions to perform the duties of law enforcement personnel

7. Explain the dynamics of integrity as it relates to law, fire, emergency management, and public safety
8. List short and long-term strategies to enhance high performance standards of ethics

#### **CAREER DEVELOPMENT SKILLS**

1. Organize a career portfolio (electronic or hard copy) to document knowledge, skills, and experiences in a career field
2. Recognize that the individual career path has an impact on the national and global community
3. List responsibilities of a beginning employee in emergency, fire, and EMT/First Responder services career to understanding the emotional and physical challenges of the field.

<b>Course:</b>	Human Growth & Development – The Early Years	<b>Course #:</b>	45004	<b>Credit:</b>	.5
<b>Pathways &amp; CIP Codes:</b>	Family, Community & Consumer Services (19.0799); Early Childhood Development & Services (19.0709); Teaching and Training (13.0101); Government and Public Administration (44.0401)				
<b>Course Description:</b>	Human Growth and Development – The Early Years provides students with knowledge about the physical, intellectual, emotional, and social growth (PIES) and development of children. Course content will provide an overview of life stages from prenatal and birth processes and fundamentals of children’s milestone development during the early years.				

**Directions:** *The following competencies are required for full approval of this course. Check the appropriate number to indicate the level of competency reached for learner evaluation.*

**Rating Scale:**

4. Exemplary Achievement: Student possesses outstanding knowledge, skills, or professional attitude.
3. Proficient Achievement: Student demonstrates good knowledge, skills, or professional attitude.  
Requires limited supervision.
2. Limited Achievement: Student demonstrates fragmented knowledge, skills, or professional attitude.  
Requires close supervision.
1. Inadequate Achievement: Student lacks knowledge, skills, or professional attitude.
0. No Instruction / Training: Student has not received instruction or training in this area.

Student: \_\_\_\_\_

Graduation Date: \_\_\_\_\_

**I certify that the student has received training in the areas indicated.**

Instructor Signature: \_\_\_\_\_

**COMPREHENSIVE STANDARD: 3.0 Analyze factors that influence human growth and development. (NASAFACS 4.0, 12.0,13.0)**

Benchmark 3.1: Analyze principles of human growth and development in children. (NASAFACS 4.2 & 12.1)		4	3	2	1	0
3.1.1	Identify physical, emotional, social, and intellectual developmental theories across the lifespan.					
3.1.2	Compare and contrast physical, intellectual, emotional, and social (P.I.E.S. – Physical, Intellectual, Emotional, Social) developmental theories across the life span.					
3.1.3	Examine interrelationships among physical, intellectual, emotional, and social (P.I.E.S. – Physical, Intellectual, Emotional & Social) aspects of children.					
3.1.4	Analyze current and emerging research about human growth and development in children. (including but not limited to brain development)					
3.1.5	Examine biological processes related to prenatal development, birth and health of the child to impact on future success.					
3.1.6	Examine the milestones of aging (i.e. early child ages and stages, developmental delays, physical changes).					
3.1.7	Identify appropriate activities and expectations for all ages, including those with mental and developmental difficulties.					

Benchmark 3.2: Analyze conditions that influence human growth and development in children. (NASAFACS 4.2 & 12.2)		4	3	2	1	0
3.2.1	Compare and contrast the effect of heredity and environment on human growth and development from birth to early childhood.					

3.2.2	Evaluate the impact of social, economic, and technological forces on individual growth and development through the early years.				
3.2.3	Analyze the effects of gender, ethnicity and culture on children.				
3.2.4	Analyze the influences of life events on children's physical, intellectual, emotional, social, and moral development.				
3.2.5	Analyze geographic, political, and global influences on human growth and development in children.				

**NOTE: If Family Studies is NOT taught, include Benchmark 3.3 in this course.**

Benchmark 3.3: Analyze the determinants involved in meeting the needs of children. (NASAFACS 4.2, 12.3)		4	3	2	1	0
3.3.1	Identify the physical, emotional, social and intellectual needs of children and how to meet them.					
3.3.2	Investigate the impact of not providing for the needs of children appropriately					
3.3.3	Identify safety, health and wellness considerations for children.					
3.3.4	Determine the role of the parent vs role of the childcare provider in meeting the needs of children.					
3.3.5	Examine the effects of life events and conditions on child and parent/caregiver relationships.					
3.3.6	Compare and contrast the different options when identifying appropriate care for children outside of the home.					
3.3.7	Identify age-appropriate activities and toys for all children. (including those with special needs)					
3.3.8	Examine the milestones of children in relationship to parental and care giver expectations.					

Benchmark 3.4: Evaluate strategies that promote human growth and development in children. (NASAFACS 4.2)		4	3	2	1	0
3.4.1	Evaluate the role of nurturance on human growth and development in children.					
3.4.2	Identify the role of healthy parental relationships and family structure to child growth and development.					
3.4.3	Analyze processes for building and maintaining interpersonal relationships that is beneficial to children.					
3.4.5	Analyze the role of communication on human growth and development in children.					
3.4.6	Analyze the role of educational, family and social services support systems and resources in addressing human growth and development needs of children.					

Benchmark 3.5: Enhance career readiness through applying knowledge and practicing appropriate skills in human growth and development of children. (NASAFACS 4.1, 4.3, 4.4, 13.3)		4	3	2	1	0
3.5.1	Demonstrate collaborative skills needed to meet the needs of children.					
3.5.2	Practice effective communication skills (e.g. children, parents, community leaders, agency directors).					
3.5.3	Enhance development of 21st century process skills (e.g. critical thinking, creativity, goal setting, problem solving, decision making, leadership, management, cooperation)					
3.5.4	Determine how science and technological advances are influencing children through the early years (e.g. medical advances, interaction with technology).					
3.5.5	Recognize that childcare providers have an impact on the national economy and global community.					
3.5.6	Examine the legal and licensing aspects in meeting the needs and care of children. (e.g. special needs populations, the					

	homeless, foster, adopted, orphan, under guardianship, etc.)					
3.5.7	Use technology to advocate for the quality care of children.					
3.5.8	Summarize education, training, certifications and responsibilities of individuals engaged in human services careers (e.g. social work, teacher, family therapy and childcare provider, social services director, foster care, juvenile intervention officers, early childcare center directors, home care directors).					
3.5.9	Critique the physical and social environment to promote safety in family, community and early child related work settings					
3.5.10	Analyze benefits of professional organizations to the human services related professional.					



## Kansas Human Services Cluster

<b>Course:</b>	Career Connections	<b>Course #:</b>	19298	<b>Credit:</b>	0.5
<b>Pathways &amp; CIP Codes:</b>	Family, Community & Consumer Services (19.0799); Early Child Development & Services (19.0709); Restaurant and Event Management (12.0504); Travel and Tourism (52.0901); Fashion, Apparel, Interior Design- FAID (50.0499)and Public Administration (44.0401)				
<b>Course Description:</b>	Career Connections provides human services/family and consumer sciences related work-based learning experiences (paid or unpaid) outside the traditional classroom. Learning goals are set by the student, teacher and employer/adult mentor to create field experiences and/or discussions related to human services/ family and consumer sciences occupational technical skills. **This course has a pre-requisite of a 1.0 credit within Human Services Cluster Pathways courses.				

**Directions:** *The following competencies are required for full approval of this course. Check the appropriate number to indicate the level of competency reached for learner evaluation.*

**Rating Scale:**

4. Exemplary Achievement: Student possesses outstanding knowledge, skills, or professional attitude.
3. Proficient Achievement: Student demonstrates good knowledge, skills, or professional attitude.  
Requires limited supervision.
2. Limited Achievement: Student demonstrates fragmented knowledge, skills, or professional attitude.  
Requires close supervision.
1. Inadequate Achievement: Student lacks knowledge, skills, or professional attitude.
0. No Instruction / Training: Student has not received instruction or training in this area.

Student: \_\_\_\_\_

Graduation Date: \_\_\_\_\_

**I certify that the student has received training in the areas indicated.**

Instructor Signature: \_\_\_\_\_

**NOTE:** *If Community Connections (#19297) was completed prior to enrollment in Career Connections, some competencies are optional for inclusion. (Refer to benchmark/competencies below for indication of \* which may be omitted.)*

**COMPREHENSIVE STANDARD: 11.0** Demonstrate transferable knowledge, attitudes and technical and employability skills in FCS related work based settings. (NASAFACS 1.0,13.0)

Benchmark 11.1: Explore career paths within a specific Family and Consumer Sciences field. * (NASAFACS 1.2)		4	3	2	1	0
11.1.1	Compare and contrast the differences and similarities of non-profit and profit based work settings.					
11.1.2	Analyze local opportunities for employment and entrepreneurial endeavors in Family and Consumer Sciences careers. *					
11.1.3	Summarize education and training requirements and opportunities for careers in Family and Consumer Sciences. *					
11.1.4	Demonstrate job acquisition skills to gain work-based learning opportunities and employment in Family and Consumer Sciences careers. *					
11.1.5	Analyze the role of professional organizations aligned to a Family and Consumer Sciences field to enhance personal success.*					
11.1.6	Analyze all aspects of a selected Family and Consumer related industry.					

Benchmark 11.2: Investigate factors relating to providing individual, family and community services in a specific Family and Consumer Sciences field.* (NASAFACS 1.3)		4	3	2	1	0
11.2.1	Analyze professional, ethical, legal, and safety issues that confront employees in Family and Consumer Sciences careers.					
11.2.2	Identify licensing laws and regulations that impact work performed within Family and Consumer Sciences experiences.					
11.2.3	Compare and contrast local, state, and national agencies and informal support resources providing individual, family and community services*					
11.2.4	Summarize the rights and responsibilities of clients and their families for a selected FCS Career. *					
11.2.5	Analyze strategies used to address the diverse challenges of a specific Family and Consumer Sciences related work-based experience *					
11.2.6	Analyze the role of non-profit groups in working with for profit work-based businesses to address family and community needs *					

Benchmark 11.3: Demonstrate appropriate communication skills that contribute to positive relationships in the workforce. (NASAFACS 13.3)		4	3	2	1	0
11.3.1	Use appropriate communication modes/strategies for the most effective outcome.					
11.3.2	Practice respectful behavior in identified occupational setting(s) (with regard to gender, equity, age, culture and/or ethnicity as appropriate in setting experiences).					
11.3.3	Demonstrate the use of verbal, listening, and writing skills to communicate clearly on the job.					

Benchmark 11.4 Demonstrate leadership, citizenship, and teamwork skills required for success in the workplace settings. (NASAFACS 13.5)		4	3	2	1	0
11.4.1	Demonstrate quality work and effective communication in the workplace.					
11.4.2	Practice ethical decision making in all situations.					
11.4.3	Determine the most appropriate response to workplace situations based on legal and ethical considerations.					

Benchmark 11.5 Analyze strategies to manage the multiple individuals, family, career, and/or community roles and responsibilities. (NASAFACS 1.1)		4	3	2	1	0
11.5.1	Organize a career portfolio (electronic or hard copy) to document knowledge, skills, and experience in a Family and Consumer Sciences career field.					
11.5.2	Practice balancing work, school and personal life responsibilities.					
11.5.3	Analyze stress management strategies for balancing personal, work, and community responsibilities. *					

Benchmark 11.6 Demonstrate professional behaviors, skills, and knowledge in Family and Consumer Sciences related work settings. (NASAFACS 1.2)		4	3	2	1	0
11.6.1	Follow rules, regulations, and works site policies that affect employer, employee, participant, and family rights and responsibilities.					

11.6.2	Demonstrate professional and ethical collaborative relationships with colleagues, support teams, participants, and families.					
11.6.3	Use critical and creative thinking to address authentic problems and/or conflicts in the workplace.					
11.6.4	Complete accurate work and reporting documents which are submitted in a timely manner to appropriate supervisors.					
11.6.5	Demonstrate safe and appropriate use of technology to protect identity of self and others.					
11.6.6	Reflect upon personal strengths, weaknesses, preferences, and interests through formal and informal assessments regarding job satisfaction and additional work related skill development needed to enhance future success in FCS careers.					

Benchmark 11.7 Enhance effective employability skills in work environments. (NASAFACS 1.2)		4	3	2	1	0
11.7.1	Demonstrate effective communication skills in work related situations.					
11.7.2	Apply 21 <sup>st</sup> century process skills in workforce assignments successfully (i.e. decision making, problem solving, goal setting, leadership, management, creativity, critical thinking, and cooperation).					
11.7.3	Analyze the physical and social environments of a workplace to reduce potential conflict and promote positive work climate.*					

KSDE

Government and Public Administration Career Cluster

Pathway (CIP CODE 44.0401:): Government and Public Administration

Course KCCMS #: 43250 (1.0 credit)

**Governance Applications***Competency Profile Sheet*

*This course applies the skills needed in government and public administration professions. It includes the application of leadership and teamwork within the classroom or as an intern at a work location. Topics may include working within budgets, negotiation/communication with co-workers, developing proposals, making oral presentations and making informed decisions to meet an identified need.*

Learner Name: \_\_\_\_\_ ID \_\_\_\_\_

Instructor: \_\_\_\_\_ School Year: 20\_\_ to 20\_\_

Enrollment Date: \_\_\_\_\_ Completion Date: \_\_\_\_\_ Credit Earned: \_\_\_\_\_

\_\_/\_\_/\_\_

\_\_/\_\_/\_\_

***I certify that the student received the training in the competencies listed below.***

Student Signature: \_\_\_\_\_ Date: \_\_/\_\_/\_\_

Instructor Signature: \_\_\_\_\_ Date: \_\_/\_\_/\_\_

**Directions:** The following competencies are required for full approval of a course in the Government and Public Administration career cluster. Student abilities are judged by the level in which they achieved each. Use this form to indicate individual achievement.

**Rating Scale:**

- 3 Skilled/Works independently
- 2 Limited skills/requires assistance
- 1 Underdeveloped skill
- 0 No exposure/No instruction or training

**Essential Knowledge and Skills****Academic Foundations**

Benchmark: 0.1 <b><i>Achieve additional academic knowledge and skills required to pursue the full range of career and postsecondary education opportunities within a career cluster.</i></b>		3	2	1	0
0.1.1	Demonstrate knowledge of basic arithmetic operations such as addition, subtraction, multiplication and division (i.e. cash management, petty cash, spreadsheets, and inventory).				
0.1.2	Analyze mathematical problem statements for missing and/or irrelevant data.				
0.1.3	Construct charts/tables/graphs to support written and oral communication/data.				

**Communications**

Benchmark: 0.2 <i>Use oral and written communication skills in creating, expressing and interpreting information and ideas including technical terminology and information.</i>		3	2	1	0
0.2.1	Model behaviors that demonstrate active listening and respond appropriately.				
0.2.2	Organize oral and written information.				
0.2.3	Identify assumptions, purpose, outcomes/solutions and propaganda techniques.				
0.2.4	Determine the most appropriate reading strategy for identifying the overarching purpose of a text (i.e. skimming, reading for detail, reading for meaning or critical analysis).				
0.2.5	Compose written documents clearly, succinctly, and accurately (i.e. multi-paragraph reports, agendas, forms and memos).				
0.2.6	Demonstrate use of content, technical concepts and vocabulary when analyzing information and following direction.				
0.2.7	Evaluate and/or critique oral and written documents for accuracy, appropriateness, clarity, relevancy and validity.				
0.2.8	Use correct grammar, spelling, punctuation and capitalization when preparing written documents.				
0.2.9	Consider audience and purpose when preparing and editing written documents and oral presentations.				
0.2.10	Present formal and informal speeches including discussion, information requests, interpretation and persuasive arguments.				

**Problem Solving**

Benchmark: 0.3 <i>Solve problems using creativity, innovation and critical thinking skills (analyze, synthesize, and evaluate) independently and in teams.</i>		3	2	1	0
0.3.1	Analyze data when interpreting operational documents and solving problems (i.e. analyzing and developing budgets).				
0.3.2	Evaluate conflicting data and/or errors using scientific methods when conducting qualitative and quantitative analysis in areas of government and public services (i.e. health issues, estate planning).				
0.3.3	Interpret verbal and non-verbal behaviors when communicating/solving problems with clients and co-workers (i.e. respecting cultural differences).				

**Safety, Health and Environmental:**

Benchmark: 0.4 <i>Understand the importance of health, safety, and environmental management systems and follow organizational policies and procedures and contribute to continuous improvement in performance and compliance.</i>		3	2	1	0
0.4.1	Operate technical tools to perform workplace tasks and expedite work flow (i.e. electronic mail, internet applications and publishing software).				

**Leadership and Teamwork:**

Benchmark: 0.5 <i>Use leadership and teamwork skills in collaborating with others to accomplish organizational goals and objectives.</i>		3	2	1	0
0.5.1	Exhibit leadership traits (i.e. enthusiasm, creativity, conviction, mission, courage) when leading a group in solving a problem.				
0.5.2	Exhibit teamwork traits such as compassion, service, coaching others, team development and understanding and appreciating others.				

**Ethics and Legal Responsibilities**

Benchmark: 0.6 <i>Know and understand the importance of professional ethics and legal responsibilities.</i>		3	2	1	0
0.6.1	Practice security and safety when sharing personal information.				
0.6.2	Evaluate the reliability of information from informational texts, internet web sites and/or technical resources.				

**Employability and Career Development**

Benchmark: 0.7 <i>Know and understand the importance of employability skills, effectively manage careers and the importance of entrepreneurship skills.</i>		3	2	1	0
0.7.1	Demonstrate flexibility and willingness to learn new knowledge.				

0.7.2	Interpret information, data and observations and apply information learned to actual practice.				
0.7.3	Communicate effectively with internal and external customers/clients/employees to foster positive relationships.				
0.7.4	Model behaviors of a good employee (i.e. reliability, dependability, professionalism).				
0.7.5	Develop effective internal and external business correspondence what conveys and/or obtains information.				
0.7.6	Organize a portfolio (electronic or hard copy) for use in demonstrating knowledge, skills and experience (i.e. certificates, licenses).				

## Technical Skills

Comprehensive Standard:

**1.0 Use the technical knowledge and skills required to pursue the targeted careers for all pathways in the career cluster, including knowledge of design, operation, and maintenance of technological systems critical to the career cluster.**

Benchmark: 1. 1 <i>Analyze career paths in the government and public administration field.</i>		3	2	1	0
1.1.1	Assess workplace conditions with regard to personal safety and health (i.e. OSHA).				
1.1.2	Demonstrate basic workplace safety and practices.				
1.1.3	Analyze the rights and responsibilities of government and public administration employees.				

Benchmark: 1. 2 <i>Demonstrate technical skills related to careers in the government and public administration field.</i>		3	2	1	0
1.2.1	Evaluate internet resources for reliability and validity				
1.2.2	Prepare and deliver oral presentation(s) with support materials.				
1.2.3	Create work-specific documents as assigned (i.e. spreadsheet, database, and business communications).				
1.2.4	Participate in leadership and teamwork opportunities to enhance skills (i.e. CTSO).				
1.2.5	Write and monitor workplace goals to guide progress in assigned area of responsibility and accountability.				
1.2.6	Conduct technical research to gather information necessary to meet the needs of clients/customers.				
1.2.7	Generate ideas, proposals and solutions to problems through brainstorming.				
1.2.8	Demonstrate critical thinking skills while making informed decisions.				
1.2.9	Develop a plan to increase productivity, build team attitude and satisfaction while accomplishing goal(s).				
1.2.10	Use project-management skills (i.e. time management, resource management, plan process).				
1.2.11	Develop a budget for a project and adhere to budget constraints.				
1.2.12	Organize team involvement to have work load distributed fairly.				
1.2.13	Identify workplace objectives and communicate those objectives to others.				
1.2.14	Exhibit skills in negotiation to solve problems.				
1.2.15	Demonstrate leadership and teamwork in work-related situations.				
1.2.16	Exhibit commitment to the organization.				