



# Regional Occupational Program

## Communications Dispatcher PS 2025-2026

### COURSE DESCRIPTION

As a student in our public service program, you will receive an overview of the eligibility and training standards required for Communications Dispatchers (Dispatchers). Dispatchers perform a variety of communication responsibilities for receiving, evaluating, and dispatching calls from coworkers, field units, allied agencies, and members of the public concerning emergency and civil incidents. You will gain practical experience in the area of law enforcement communications, interpersonal communications, telephone/technology procedures, regulations and reports for missing persons, domestic abuse, child and elder abuse, hate crimes as well as communications responsibility related to community policing and cultural diversity. This course will also provide you with knowledge of radio technologies and map reading. The curriculum for this course includes very important 21<sup>st</sup> century job skills, such as effective communication, critical thinking, creativity, and collaboration that have been identified as foundational to success at school and at work.

#### Course Information

Course Length: 1 Semester  
 Prerequisite: None  
 Course Level: Concentrator  
 UC: No  
 Articulated: No  
 Industry Cert.: POST Entry Level  
 Dispatcher Exam  
 Industry Sector: Public Service  
 Pathway: Public Safety  
 CALPADS: 8411

#### O\*Net SOC Codes

43-5031 Public Safety Telecommunicators  
 53-3011 Ambulance Drivers and Attendants, Except  
 Emergency Medical Technicians

#### Legend

CTE - PS CTE Pathway Standards  
 CRP Career Ready Practices  
 CTE - AS CTE Anchor Standards  
 CCSS Common Core State Standards  
 ISTE International Society for Technology in  
 Education

*Includes updates from 24/25 Public Services Advisory  
[Advisory Minutes](#)*

## Communications Dispatcher

### Course Orientation

- a. Discuss objectives for this course, including competencies, teacher expectations, classroom policies, and procedures.
- b. Identify and discuss the acquisition of transferable skills (communication, collaboration, creativity, and critical thinking) and their importance to being college and career ready and for future personal and professional success.
- c. Review objectives, competencies, and course syllabus.
- d. Discuss student and teacher expectations, including behavior, class rules, appropriate dress, pre-course knowledge, and grading policies, including enrollment and attendance requirements and procedures, and classroom/school safety and disaster procedures.
- e. Discuss next steps in course sequence related to the career pathway, the need for reinforcement of basic skills, transferrable skills, and postsecondary and career options.
- f. Discuss the Big Six: Career Ready Essentials and the Standards for Career Ready Practice as they relate to this course, all aspects of the industry sector, and being college and career ready.

### Big Six: Career Ready Essentials

1. Effective Communication	CTE - PS	CRP	CTE - AS	CCSS	ISTE
<ol style="list-style-type: none"> <li>a. <b>Demonstrate effective verbal communication and conflict resolution skills.</b></li> <li>b. <b>Use the writing process to develop written communication with the appropriate tone, organization, and format for the identified audience.</b></li> <li>c. Explain the effect of interpersonal skills on one's ability to communicate effectively and develop relationships.</li> <li>d. Describe the impact of ineffective communication on business relationships.</li> <li>e. Analyze the impact of vocabulary, body language, and tone on verbal communication.</li> <li>f. Demonstrate active listening skills.</li> <li>g. Accurately interpret industry-specific written communication.</li> <li>h. Model responsible and effective use of various communication technologies.</li> <li>i. Identify valid and reliable digital reference and resource materials.</li> <li>j. Gather information from multiple digital sources to compare and contrast, synthesize, and summarize.</li> <li>k. Identify and use appropriate communication and collaboration technologies.</li> <li>l. Utilize technology to problem solve, accomplish tasks, and to produce or publish products.</li> </ol>		<u>1</u> <u>2</u> <u>11</u>	<u>2</u> <u>3</u> <u>4</u> <u>5</u> <u>7</u> <u>8</u> <u>9</u> <u>10</u> <u>11</u>	<u>LS</u> <u>9-10</u> <u>11-12.6</u>  <u>SLS</u> <u>11-12.2</u> <u>9-10</u> <u>11-12.1</u> <u>11-12.1d</u>  <u>WS</u> <u>11-12.7</u> <u>11-12.6</u>	<u>1b,c</u> <u>2c</u> <u>3b,c</u> <u>5c</u> <u>6b,c,d</u>
2. Collaboration, Creativity, and Critical Thinking	CTE - PS	CRP	CTE - AS	CCSS	ISTE
<ol style="list-style-type: none"> <li>a. <b>Demonstrate critical thinking skills for a variety of purposes and in different settings.</b></li> <li>b. <b>Collaborate to reach consensus on an identical objective through the sharing of knowledge, tasks, and learning.</b></li> <li>c. Discuss the importance of the critical thinking process to real-world applications.</li> </ol>		<u>2</u> <u>4</u> <u>5</u> <u>7</u>	<u>2</u> <u>3</u> <u>4</u> <u>5</u>	<u>LS</u> <u>9-10</u> <u>11- 12.6</u>	<u>1c</u> <u>3c,d</u> <u>4a-d</u> <u>5c,d</u>

<ul style="list-style-type: none"> <li>d. Evaluate the impact of creative thinking on problem solving and innovation in real-world applications.</li> <li>e. Compile work that demonstrates the process used to (elaborate, refine, analyze) evaluate original ideas and maximize creative efforts.</li> <li>f. Apply divergent and convergent thinking to the development of an original idea or solution.</li> <li>g. Examine real-world limits to adopting ideas.</li> <li>h. Demonstrate creative thinking (preparation, insight, evaluation, elaboration, and communication) to create a new idea or concept.</li> <li>i. Assume shared responsibility for collaborative work, and value the individual contributions made by each team member.</li> <li>j. Evaluate evidence, arguments, claims, and beliefs to identify connections.</li> <li>k. Identify bias, prejudice, propaganda, self-deception, distortion, and misinformation.</li> <li>l. Produce intellectual, informational, or material products that serve an authentic purpose.</li> <li>m. Work effectively and respectfully with those from diverse backgrounds or cultures.</li> <li>n. Demonstrate respect, trust, commitment, and the ability to compromise in collaborative projects.</li> </ul>		<u>9</u> <u>10</u> <u>11</u>	<u>7</u> <u>8</u> <u>9</u> <u>11</u>	<u>SLS</u> <u>9-10</u> <u>11-12.1</u> <u>11-12.1d</u> <u>11-12.2</u>  <u>WS</u> <u>11-12.7</u> <u>11-12.6</u>	<u>6c</u> <u>7b,c,d</u>
<b>3. Leaders and Teams: Roles and Responsibilities</b>	<b>CTE - PS</b>	<b>CRP</b>	<b>CTE - AS</b>	<b>CCSS</b>	<b>ISTE</b>
<ul style="list-style-type: none"> <li>a. <b>Determine the individual and team members' roles and responsibilities.</b></li> <li>b. <b>Demonstrate leadership skills and qualities (i.e., reliability, negotiation skills, initiative, positive reinforcement, recognition of others' efforts, problem-solving skills, conflict resolution, and delegation).</b></li> <li>c. Explain the importance of technical, social, and communication skills to team success.</li> <li>d. Compare and contrast leadership styles and their effectiveness in various situations.</li> <li>e. Organize and delegate responsibilities in a team setting to encourage ideas, perspectives, and contributions from all team members.</li> <li>f. Develop a strong sense of team identity by brainstorming solutions, volunteering, assisting others, practicing respect and courtesy, and taking initiative.</li> <li>g. Examine situations in which a follower becomes the leader.</li> <li>h. Describe twenty-first-century skills required across all occupations.</li> <li>i. Identify and discuss the characteristics of a successful team (i.e., leadership, cooperation, and effective decision-making).</li> <li>j. Leverage social and cultural differences to increase innovation and quality of work.</li> </ul>		<u>7</u> <u>8</u> <u>9</u>	<u>3</u> <u>7</u> <u>8</u> <u>9</u> <u>11</u>	<u>SLS</u> <u>11-12.2</u> <u>9-10</u> <u>11-12.1</u> <u>11-12.1d</u>  <u>WS</u> <u>11-12.6</u>	<u>7a,c</u>
<b>4. Legal, Ethical, and Environmental Considerations</b>	<b>CTE - PS</b>	<b>CRP</b>	<b>CTE - AS</b>	<b>CCSS</b>	<b>ISTE</b>
<ul style="list-style-type: none"> <li>a. <b>Demonstrate industry specific ethical and legal practices.</b></li> <li>b. <b>Identify eco-friendly industry specific practices and resources.</b></li> <li>c. Identify local, state, and federal regulatory agencies, entities, laws, and regulations.</li> </ul>		<u>5</u> <u>7</u> <u>8</u>	<u>3</u> <u>5</u> <u>7</u>	<u>WS</u> <u>11-12.6</u> <u>11-12.7</u>	<u>2a,b</u> <u>3a,b</u> <u>5c</u>

<ul style="list-style-type: none"> <li>d. Identify discrimination based on race, nationality, religion, gender, age, disability, or sexual orientation.</li> <li>e. Summarize the ethical and legal implications of workplace discrimination and harassment.</li> <li>f. Explain the concept of corporate citizenship.</li> <li>g. Examine an employer's role in protecting the health and welfare of employees, the community, and the environment.</li> <li>h. Analyze current environmental laws and regulations and their impact on industry.</li> <li>i. Compare and contrast both society's and industry's impact on the environment.</li> </ul>		<u>12</u>	<u>8</u> <u>9</u> <u>11</u>	<u>SLS</u> <u>9-10</u> <u>11-12.1</u> <u>11-12.1d</u> <u>11-12.2</u>	<u>6c</u>
<b>5. Personal Growth and Career Planning</b>	<b>CTE - PS</b>	<b>CRP</b>	<b>CTE - AS</b>	<b>CCSS</b>	<b>ISTE</b>
<ul style="list-style-type: none"> <li>a. <b>Demonstrate continued personal development and growth.</b></li> <li>b. <b>Develop and manage a personal growth and career plan.</b></li> <li>c. Explain the relationship between sound financial habits and financial security.</li> <li>d. Create and manage a personal financial plan.</li> <li>e. Demonstrate initiative in achieving personal and professional goals.</li> <li>f. Apply time management strategies to meet deadlines.</li> <li>g. Demonstrate a growth mindset through flexibility and a positive attitude.</li> <li>h. Select and demonstrate appropriate job-search and retention techniques.</li> <li>i. Demonstrate strategies to prepare for employment.</li> <li>j. Demonstrate interpersonal skills appropriate for the workplace.</li> <li>k. Elaborate on the importance of perseverance to personal and professional success.</li> <li>l. Discover personal career interests, aptitudes, and skills.</li> </ul>		<u>1</u> <u>2</u> <u>3</u> <u>4</u> <u>6</u>	<u>2</u> <u>3</u> <u>4</u> <u>7</u> <u>8</u> <u>11</u>	<u>LS</u> <u>9-10</u> <u>11-12.6</u>  <u>SLS</u> <u>9-10</u> <u>11-12.1</u> <u>11-12.1d</u> <u>11-12.2</u>  <u>WS</u> <u>11-12.6</u>	<u>1a</u> <u>3a,c</u> <u>4d</u> <u>6a,d</u> <u>7b</u>
<b>6. Workplace Safety and Personal Wellness</b>	<b>CTE - PS</b>	<b>CRP</b>	<b>CTE - AS</b>	<b>CCSS</b>	<b>ISTE</b>
<ul style="list-style-type: none"> <li>a. <b>Demonstrate proper industry specific safe work practices to prevent injury or illness.</b></li> <li>b. <b>Assess the potential impact of goal setting on personal and professional success.</b></li> <li>c. Describe the role of security and emergency procedures in workplace safety.</li> <li>d. Describe the effect of preventative measures on emergencies in the workplace.</li> <li>e. Identify and describe the causes, prevention, and treatment of common accidents.</li> <li>f. Identify local, state, and federal agencies that regulate workplace safety.</li> <li>g. Explain the role of the California Occupational Safety and Health Administration (Cal-OSHA) and the Environmental Protection Agency (EPA).</li> <li>h. Discuss the basics of system operations.</li> <li>i. Demonstrate the proper use of personal protective equipment (PPE).</li> <li>j. Explain the purpose of and accurately interpret a Safety Data Sheet (SDS).</li> <li>k. Identify hazardous materials and chemicals.</li> <li>l. Demonstrate proper procedures to respond to work-related accidents and injuries.</li> <li>m. Describe how ergonomics, housekeeping, and maintenance are related to accidents and injuries.</li> </ul>		<u>2</u> <u>5</u> <u>6</u> <u>8</u> <u>12</u>	<u>2</u> <u>5</u> <u>6</u> <u>7</u> <u>8</u> <u>10</u> <u>11</u>	<u>LS</u> <u>9-10</u> <u>11-12.6</u>  <u>WS</u> <u>11-12.7</u> <u>11-12.6</u>  <u>SLS</u> <u>9-10</u> <u>11-12.1</u> <u>11-12.1d</u>	<u>1a,d</u> <u>2a,d</u> <u>5b</u>

n. Demonstrate cyber ethics, cyber safety, and cybersecurity.					
o. Assess the potential impact of preventative physical and mental health measures on workplace safety.					

**Communications Dispatcher Units of Instruction**

<b>7. Criminal Justice System</b>	<b>CTE-PS</b>	<b>CRP</b>	<b>CTE - AS</b>	<b>CCSS</b>	<b>ISTE</b>
<ul style="list-style-type: none"> <li>a. <b>Demonstrate understanding of the history, structure, and function of the American legal system.</b></li> <li>b. Recognize the freedom and rights afforded individuals under the Bill of Rights and the United States Constitution, especially with regard to the First, Second, Fourth, Fifth, Sixth, Eighth, and Fourteenth Amendments.</li> <li>c. Compare and contrast the structure and function of state and federal court systems; describe the interactions between the two court systems.</li> <li>d. Compare and contrast the characteristics of criminal and civil law and the role of law enforcement in each.</li> </ul>	<a href="#">A2.1</a> <a href="#">A5.0</a> <a href="#">A5.1</a> <a href="#">A5.2</a>	<u>1</u> <u>2</u> <u>5</u> <u>11</u> <u>12</u>	<u>1</u> <u>2</u> <u>5</u> <u>11</u>	<u>LS</u> <u>9-10</u> <u>11-12.6</u>  <u>WS</u> <u>11-12.7</u>	
<b>8. Communications Dispatcher Qualifications</b>	<b>CTE - PS</b>	<b>CRP</b>	<b>CTE - AS</b>	<b>CCSS</b>	<b>ISTE</b>
<ul style="list-style-type: none"> <li>a. <b>Demonstrate understanding of the qualifications and requirements for a career as a public service dispatcher.</b></li> <li>b. Recognize that dispatchers work under stressful situations and must be able to effectively prioritize situations and make decisions based on the information received.</li> <li>c. Explain why dispatchers must possess good communication skills, display high moral character and integrity, possess compassion, empathy, and sensitivity, and have a strong desire to serve the community.</li> <li>d. Describe the special requirements for employment, i.e., pass a criminal background investigation, polygraph exam, and be free of felony convictions.</li> <li>e. Describe the purpose and function of a polygraph test and explain the procedure for acquiring accurate results.</li> </ul>	<a href="#">A1.0</a> <a href="#">A1.2</a> <a href="#">A1.3</a> <a href="#">A1.4</a> <a href="#">A1.7</a> <a href="#">A1.8</a> <a href="#">A3.0</a> <a href="#">A3.1</a>	<u>1</u> <u>2</u> <u>5</u> <u>11</u> <u>12</u>	<u>1</u> <u>2</u> <u>5</u> <u>11</u>	<u>LS</u> <u>9-10</u> <u>11-12.6</u>  <u>WS</u> <u>11-12.7</u>	
<b>9. Introduction to Law</b>	<b>CTE - PS</b>	<b>CRP</b>	<b>CTE - AS</b>	<b>CCSS</b>	<b>ISTE</b>
<ul style="list-style-type: none"> <li>a. <b>Demonstrate knowledge of the local, state, and federal court system structure.</b></li> <li>b. <b>Demonstrate knowledge of the history, evolution, principles, and contemporary applications of criminal law.</b></li> <li>c. Identify the four components of the criminal justice system.</li> <li>d. Explain courtroom procedures in relation to the court officers, jury, and witnesses.</li> <li>e. Explain strategies used by the prosecution and the defense with regard to courtroom testimony.</li> <li>f. Discuss laws pertaining to concealed weapons, loaded firearms, switchblades, and tear gas.</li> </ul>	<a href="#">A2.0</a> <a href="#">A2.2</a> <a href="#">A2.3</a> <a href="#">A2.4</a> <a href="#">A2.8</a> <a href="#">A5.0</a> <a href="#">A5.1</a> <a href="#">A5.2</a>	<u>1</u> <u>2</u> <u>5</u> <u>11</u> <u>12</u>	<u>1</u> <u>2</u> <u>5</u> <u>11</u>	<u>LS</u> <u>9-10</u> <u>11-12.6</u>  <u>WS</u> <u>11-12.7</u>	

<ul style="list-style-type: none"> <li>g. Differentiate between the <i>spirit of the law</i> and the <i>letter of the law</i>.</li> <li>h. Explain the differences between a felony, misdemeanor, and an infraction.</li> <li>i. Discuss classification of crimes, parties to crimes, elements of crimes, and matters of criminal responsibility.</li> <li>j. Discuss the different kinds and degrees of evidence, and the rules governing admissibility of evidence in court.</li> <li>k. Discuss arrest, search, and seizure laws, and exclusionary and statutory rules of evidence.</li> </ul>	<a href="#">A7.7</a>				
<b>10. Telecommunications Procedures</b>	<b>CTE - PS</b>	<b>CRP</b>	<b>CTE - AS</b>	<b>CCSS</b>	<b>ISTE</b>
<ul style="list-style-type: none"> <li>a. <b>Demonstrate knowledge on how to appropriately process, prioritize, and collect the needed information from service and emergency calls.</b></li> <li>b. Explain proper Interviewing techniques for primary and secondary questions when gathering information from victims, witnesses, or allied agency personnel.</li> <li>c. Discuss techniques for defusing hostile situations and special populations.</li> <li>d. Describe processes and procedures for monitoring and responding to alarms, voice activated alarms, intelligent workstations, and alerting and surveillance systems.</li> <li>e. Identify and describe the use of required routing and reporting documents.</li> <li>f. Identify emergency and non-emergency procedures and liability considerations for advising citizens to take action.</li> <li>g. Discuss the purpose and appropriate use of the phonetic alphabet</li> <li>h. Explain the Public Safety Answering Point (PSAP) and its role in supporting people, organizations, and agencies in emergency and crisis situations.</li> <li>i. Explain 911 and other N-1-1 systems and telephone technology used in public safety dispatch.</li> </ul>	<a href="#">A2.5</a> <a href="#">A2.6</a> <a href="#">A2.7</a> <a href="#">A2.9</a> <a href="#">A4.0</a> <a href="#">A4.1</a> <a href="#">A4.2</a> <a href="#">A4.3</a> <a href="#">A4.4</a> <a href="#">A4.5</a> <a href="#">A4.7</a>	<u>1</u> <u>2</u> <u>5</u> <u>11</u> <u>12</u>	<u>1</u> <u>2</u> <u>5</u> <u>11</u>	<a href="#">LS</a> <a href="#">9-10</a> <a href="#">11-12.6</a>  <a href="#">WS</a> <a href="#">11-12.7</a>	
<b>11. Missing Persons</b>	<b>CTE - PS</b>	<b>CRP</b>	<b>CTE - AS</b>	<b>CCSS</b>	<b>ISTE</b>
<ul style="list-style-type: none"> <li>a. <b>Demonstrate knowledge of the pertinent California and federal statutes and laws governing the receipt and handling of missing person reports.</b></li> <li>b. <b>Identify background and legislative intent underlying missing person laws and regulations, missing person definitions and related penal code statutes.</b></li> <li>c. Discuss the different classifications of missing persons, i.e., juvenile runaways, repeat missing persons, family abductions, nonfamily abductions, adults missing voluntarily, abductions of children by strangers, and children missing involuntarily, lost, or injured.</li> <li>d. Explain the role of public safety professionals in missing persons cases.</li> <li>e. Categorize the statutory requirements associated with law enforcement’s response to reports of missing children and adults.</li> </ul>	<a href="#">A2.5</a> <a href="#">A2.9</a> <a href="#">A5.0</a> <a href="#">A5.1</a>	<u>1</u> <u>2</u> <u>5</u> <u>11</u>	<u>1</u> <u>2</u> <u>5</u> <u>11</u>	<a href="#">LS</a> <a href="#">9-10</a> <a href="#">11-12.6</a>  <a href="#">WS</a> <a href="#">11-12.7</a>	

12. Domestic Violence	CTE - PS	CRP	CTE - AS	CCSS	ISTE
<p>a. <b>Demonstrate knowledge of the domestic violence laws, problems, legal definitions/terminology, and law enforcements role and responsibility to intervene, investigate and resolve domestic violence calls.</b></p> <p>b. Discuss the Penal Codes that relates to domestic violence issues, including law enforcements responsibility in domestic violence investigations.</p> <p>c. Identify referral agencies and resources for domestic violence victims, including screening, shelters, and support.</p> <p>d. Describe the nature and dynamics of domestic violence, including the physical, psychological, emotional, sexual/social, and financial abuse issues.</p> <p>e. Discuss procedures for handling domestic violence calls when protective or restraining orders are being violated.</p> <p>f. Discuss why some emergency 911 calls and transcripts are introduced as courtroom testimony.</p>	<a href="#">A2.5</a> <a href="#">A2.9</a> <a href="#">A5.0</a> <a href="#">A5.1</a>	<u>1</u> <u>2</u> <u>5</u> <u>7</u> <u>8</u> <u>11</u> <u>12</u>	<u>1</u> <u>2</u> <u>5</u> <u>7</u> <u>8</u> <u>11</u>	<a href="#">LS</a> <a href="#">9-10</a> <a href="#">11-12.6</a>  <a href="#">SLS</a> <a href="#">9-10</a> <a href="#">11-12.1</a> <a href="#">11-12.1d</a>  <a href="#">WS</a> <a href="#">11-12.7</a>	
13. Community Policing/Cultural Diversity/Hate Crimes/Gang Awareness	CTE - PS	CRP	CTE - AS	CCSS	ISTE
<p>a. <b>Demonstrate understanding about gangs in society, their rituals, practices, and current law enforcement practices.</b></p> <p>b. <b>Demonstrate knowledge on community policing that encourages a proactive partnership between local citizens and public and private agencies.</b></p> <p>c. Identify gang tattoos, dress, hand signals, and graffiti of different gangs.</p> <p>d. Discuss various types of gangs, e.g., street, prison, ethnic, and political and the motivation for gang membership.</p> <p>e. Explain strategies and techniques for sensitively handling calls when there is a language or cultural barrier.</p>	<a href="#">A2.5</a> <a href="#">A2.9</a> <a href="#">A6.0</a> <a href="#">A6.10</a>	<u>1</u> <u>2</u> <u>5</u> <u>8</u> <u>11</u> <u>12</u>	<u>1</u> <u>2</u> <u>5</u> <u>8</u> <u>11</u>	<a href="#">LS</a> <a href="#">9-10</a> <a href="#">11-12.6</a>  <a href="#">SLS</a> <a href="#">11-12.1d</a>  <a href="#">WS</a> <a href="#">11-12.7</a>	
14. Child, Elder and Dependent Adult Abuse	CTE - PS	CRP	CTE - AS	CCSS	ISTE
<p>a. <b>Demonstrate basic understanding of child, elder and dependent adult abuse laws and protections.</b></p> <p>b. Describe the signs and symptoms of child abuse and neglect, related laws, and reporting guidelines.</p> <p>c. Discuss the signs and symptoms of elder/dependent adult abuse, state and federal statistics, related laws, associated crimes and victim resources.</p> <p>d. Identify and discuss the Dispatcher’s role in child, elder and dependent adult abuse cases.</p>	<a href="#">A2.5</a> <a href="#">A5.0</a> <a href="#">A5.1</a>	<u>1</u> <u>2</u> <u>5</u> <u>8</u> <u>11</u> <u>12</u>	<u>1</u> <u>2</u> <u>5</u> <u>8</u> <u>11</u>	<a href="#">LS</a> <a href="#">9-10</a> <a href="#">11-12.6</a>  <a href="#">SLS</a> <a href="#">11-12.1d</a>  <a href="#">WS</a> <a href="#">11-12.7</a>	
15. Law Enforcement Telecommunications	CTE - PS	CRP	CTE - AS	CCSS	ISTE
<p>a. <b>Demonstrate working knowledge of the various telecommunication systems.</b></p>	<a href="#">A4.0</a>	<u>1</u>	<u>1</u>	<a href="#">LS</a>	

<ul style="list-style-type: none"> <li>b. Identify procedures for making inquiry into and the capability of cross referencing CLETS, CJIS, NCIC, NLETS, DMV, and LEDS.</li> <li>c. Identify and describe Information systems directly accessible to California law enforcement agencies.</li> <li>d. Describe state laws and policies for obtaining, verifying and disseminating telecommunication information.</li> <li>e. Discuss data collection and record maintenance in law enforcement information systems.</li> </ul>	<u>A4.4</u> <u>A5.0</u> <u>A5.1</u>	<u>2</u> <u>4</u> <u>5</u> <u>11</u>	<u>2</u> <u>4</u> <u>5</u> <u>11</u>	<u>9-10</u> <u>11-12.6</u>  <u>WS</u> <u>11-12.6</u> <u>11-12.7</u>	
<b>16. Radio Technology and Procedures</b>	CTE - PS	CRP	CTE - AS	CCSS	ISTE
<ul style="list-style-type: none"> <li>a. <b>Demonstrate knowledge of proper communications skills when dealing with the public.</b></li> <li>b. Discuss the use of current and emerging technologies used within law enforcement agencies.</li> <li>c. Explain the use of bodycams and other technology used in patrol units.</li> <li>d. Explain the ‘five percent mind set’ when receiving emergency calls.</li> <li>e. Identify and explain the proper use of codes for radio transmissions.</li> <li>f. Identify and discuss proper procedures and protocols when dispatching an emergency call.</li> </ul>	<u>A2.5</u> <u>A2.7</u> <u>A4.0</u> <u>A4.4</u>	<u>1</u> <u>2</u> <u>4</u> <u>5</u> <u>8</u> <u>11</u>	<u>1</u> <u>2</u> <u>4</u> <u>5</u> <u>8</u> <u>11</u>	<u>LS</u> <u>9-10</u> <u>11-12.6</u>  <u>SLS</u> <u>11-12.1d</u>  <u>WS</u> <u>11-12.6</u> <u>11-12.7</u>	
<b>17. Critical Incidents</b>	CTE - PS	CRP	CTE - AS	CCSS	ISTE
<ul style="list-style-type: none"> <li>a. <b>Demonstrate knowledge of the dispatch procedures, roles and resources available for critical incidents.</b></li> <li>b. Discuss critical incidents and the dispatcher’s critical role: natural disasters, and intentional acts.</li> <li>c. Identify various critical incidents and the resource materials and dispatcher guide available.</li> <li>d. Describe the role of the Dispatcher in critical incidents, natural disasters, and in emergency management.</li> <li>e. Identify and describe procedures to activate emergency management systems.</li> </ul>	<u>A2.7</u> <u>A6.1</u> <u>A6.2</u> <u>A6.8</u> <u>A8.8</u>	<u>1</u> <u>2</u> <u>5</u> <u>11</u> <u>12</u>	<u>1</u> <u>2</u> <u>5</u> <u>11</u>	<u>LS</u> <u>9-10</u> <u>11-12.6</u>  <u>WS</u> <u>11-12.7</u>	
<b>18. Map Reading</b>	CTE - PS	CRP	CTE - AS	CCSS	ISTE
<ul style="list-style-type: none"> <li>a. <b>Demonstrate knowledge of a variety of sources, including electronic devices, used to locate a specific address or location.</b></li> <li>b. Explain how to find addresses using street sign and ‘100 block’ notations.</li> <li>c. Accurately describe written directions to various locations using a map.</li> <li>d. Explain how to properly use computer-generated map reading programs, apps, and GPS devices.</li> </ul>	<u>A4.4</u>	<u>1</u> <u>2</u> <u>4</u> <u>5</u> <u>11</u>	<u>1</u> <u>2</u> <u>4</u> <u>5</u> <u>11</u>	<u>LS</u> <u>9-10</u> <u>11-12.6</u>  <u>WS</u> <u>11-12.6</u> <u>11-12.7</u>	

## **Standards Alignment**

The curricula have been aligned with the CTE Model Curriculum Standards released in 2013. Each industry sector was updated to meet the increased rigor and relevancy requirements of the Common Core State Standards. The curriculum also includes the new Standards for Career Ready Practices.

### Standards for Career Ready Practice

1. *Apply appropriate technical skills and academic knowledge.*
2. *Communicate clearly, effectively, and with reason.*
3. *Develop an education and career plan aligned with personal goals.*
4. *Apply technology to enhance productivity.*
5. *Utilize critical thinking to make sense of problems and persevere in solving them.*
6. *Practice personal health and understand financial literacy.*
7. *Act as a responsible citizen in the workplace and the community.*
8. *Model integrity, ethical leadership, and effective management.*
9. *Work productively in teams while integrating cultural and global competence.*
10. *Demonstrate creativity and innovation.*
11. *Employ valid and reliable research strategies.*
12. *Understand the environmental, social, and economic impacts of decisions.*

## CTE Anchor Standards—Common Core English Language Arts Alignment

### *Anchor Standard 1: Academics*

Analyze and apply appropriate academic standards required for successful industry sector pathway completion leading to postsecondary education and employment. Refer to the industry sector alignment matrix for identification of standards. Note: alignment listed within each sector.

### *Anchor Standard 2: Communications*

Language Standard: Acquire and accurately use general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the (career and college) readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression. LS 9-10, 11-12.6

### *Anchor Standard 3: Career Planning and Management*

Speaking and Listening Standard: Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data. SLS 11-12.2

### *Anchor Standard 4: Technology*

Writing Standard: Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments and information.

### *Anchor Standard 5: Problem Solving and Critical Thinking*

Writing Standard: Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem, narrow or broaden the inquiry when appropriate, and synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. WS 11-12.7

### *Anchor Standard 6: Health and Safety*

Reading Standards for Science and Technical Subjects: Determine the meaning of symbols, keywords, and other domain-specific words and phrases as they are used in a specific scientific or technical context. RSTS 9-10, 11-12.4

### *Anchor Standard 7: Responsibility and Flexibility*

Speaking and Listening Standard: Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners, building on others' ideas and expressing their own clearly and persuasively. SLS 9-10, 11-12.1

### *Anchor Standard 8: Ethics and Legal Responsibilities*

Speaking and Listening Standard: Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the work. SLS 11-12.1d

### *Anchor Standard 9: Leadership and Teamwork*

Speaking and Listening Standard: Work with peers to promote civil, democratic discussions and decision making; set clear goals and deadlines; and establish individual roles as needed. SLS 11-12.1b

### *Anchor Standard 10: Technical Knowledge and Skills*

Writing Standard: Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information. WS 11-12.6

### *Anchor Standard 11: Demonstration and Application*

Demonstrate and apply the knowledge and skills contained in the industry-sector anchor standards, pathway standards, and performance indicators in the classroom, laboratory, and workplace settings, and the career technical student organization. Note: no alignment evident for this standard. WS 11-12.6

## CTE Model Curriculum Standards—Industry Sectors and Pathways

### **Public Service Pathway**

#### **A. Public Safety Pathway**

- A1.0 *Demonstrate an awareness of the personal, physical, and psychological qualities found in successful public safety job candidates and recall critical types of decisions and outcomes which determine employability in public safety occupations.*
- A1.2 *Identify a range of personal choices and conduct that would disqualify an individual from public safety occupations and describe ways to avoid such behaviors.*
- A1.3 *Recognize the extent and scope of a background investigation, what sorts of information is collected, and how it may impact the evaluation of a candidate for a position in a public safety occupation.*
- A1.4 *Know personal and ethical behaviors that demonstrate commitment to professional ethics and legal responsibilities.*
- A1.7 *Understand the selection process for many public safety occupations that require certifications, reading and writing assessments, psychological evaluations, medical evaluations, and probationary periods.*
- A1.8 *Understand the importance of security and background checks, credit checks, and other assessments—including oral interviews and polygraph tests—that are required for some public safety occupations.*
- A2.0 *Describe the history, shared mission, and roles of public safety agencies and professionals at the national, state, and local government levels.*
- A2.1 *Recognize issues particular to policing and other public safety occupations, including accountability, codes of ethical conduct, jurisdiction, and civil rights of individuals.*
- A2.2 *Describe the public safety agency role in saving lives, protecting lives and property, reducing the vulnerability of critical infrastructure, identifying key resources, and maintaining order.*
- A2.3 *Describe public safety agency roles in preventing terrorism, enhancing security, managing border security, securing cyberspace, and preparing for and responding to emergencies and disasters.*
- A2.4 *Identify the major public safety agencies at the international, national, state, and local levels, as well as scenarios (including response to catastrophic events with multiple casualties) that call for a referral to a higher-level agency or collaboration with other public safety agencies.*
- A2.5 *Analyze information to make prompt, effective, and appropriate decisions.*
- A2.6 *Use conflict-resolution and anger-management skills and procedures to resolve problems.*
- A2.7 *Apply critical-thinking skills to manage emergency response situations.*
- A2.8 *Survey the history of public safety agencies in the United States and their influence on the current systems.*
- A2.9 *Analyze and evaluate ideas, proposals, and solutions to problems.*
- A3.0 *Demonstrate an understanding of the appropriate level of nutrition, fitness, and agility required by the public safety career fields.*
- A3.1 *Understand the need for physical fitness and proper nutrition in the public safety career areas.*
- A4.0 *Employ active listening, concise reporting, and familiarity with professional equipment to communicate effectively.*
- A4.1 *Know the basic techniques and methods of active listening to obtain and clarify information in oral communications.*
- A4.2 *Demonstrate effective methods of communicating with the public with a variety of techniques, such as command presence, active listening, and empathy; projecting a professional tone of voice; paraphrasing; and the proper use of nonverbal body language.*
- A4.3 *Demonstrate the use of clear, concise, and legible entries based on experience and observation to prepare and submit required reports.*
- A4.4 *Understand the professional use of a variety of communication methods and equipment.*

- A4.5 *Practice public safety verbal communication techniques that can be used when interacting with difficult individuals.*
- A4.7 *Convey information and ideas from primary and secondary sources accurately and coherently, consistent with agency report-writing formats.*
- A5.0 *Understand the laws, ordinances, regulations, and organizational policies that guide public safety career fields.*
- A5.1 *Describe how federal, state, and local laws and regulations affect public safety operations.*
- A5.2 *Explain the importance of individual liberties and civil rights provided in the Constitution and how public safety workers should safeguard these rights when interacting with the public.*
- A6.0 *Know the skills and equipment needed to deal with various types of situations found in public safety occupations (e.g., working with special populations, responding to emergencies, and assisting with incidents).*
- A6.1 *Know the principles of emergency communications management and the importance of technological interoperability for information sharing among public safety agencies and for effective public address/warning systems.*
- A6.2 *Identify the skills required to deal effectively with emergency situations.*
- A6.8 *Implement procedures for emergency response and know the requirements for handling hazardous materials—in normal and emergency situations—to avoid health and environmental risks (e.g., airborne and blood-borne pathogens, contamination).*
- A6.10 *Apply appropriate problem-solving strategies and critical-thinking skills to work-related issues and tasks.*
- A7.7 *Understand the role and structure of federal agencies and national organizations.*
- A8.8 *Analyze the various elements of emergency preparedness, including emergency response and recovery, within the context of homeland security.*

## ISTE Standards for Students

**1. Empowered Learner-** Students leverage technology to take an active role in choosing, achieving, and demonstrating competency in their learning goals, informed by the learning sciences.

- a) Students articulate and set personal learning goals, develop strategies leveraging technology to achieve them, and reflect on the learning process itself to improve learning outcomes.*
- b) Students build networks and customize their learning environments in ways that support the learning process.*
- c) Students use technology to seek feedback that informs and improves their practice and to demonstrate their learning in a variety of ways*
- d) Students understand the fundamental concepts of technology operations, demonstrate the ability to choose, use and troubleshoot current technologies and are able to transfer their knowledge to explore emerging technologies.*

**2. Digital Citizen-** Students recognize the rights, responsibilities, and opportunities of living, learning, and working in an interconnected digital world, and they act and model in ways that are safe, legal, and ethical.

- a) Students cultivate and manage their digital identity and reputation and are aware of the permanence of their actions in the digital world.*
- b) Students engage in positive, safe, legal, and ethical behavior when using technology, including social interactions online or when using networked devices.*
- c) Students demonstrate an understanding of and respect for the rights and obligations of using and sharing intellectual property.*
- d) Students manage their personal data to maintain digital privacy and security and are aware of data-collection technology used to track their navigation online.*

**3. Knowledge Constructor-** Students critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts, and make meaningful learning experiences for themselves and others.

- a) Students plan and employ effective research strategies to locate information and other resources for their intellectual or creative pursuits.*
- b) Students evaluate the accuracy, perspective, credibility, and relevance of information, media, data, or other resources.*
- c) Students curate information from digital resources using a variety of tools and methods to create collections of artifacts that demonstrate meaningful connections or conclusions.*
- d) Students build knowledge by actively exploring real-world issues and problems, developing ideas and theories, and pursuing answers and solutions.*

**4. Innovative Designer-** Students use a variety of technologies within a design process to identify and solve problems creating new, useful, or imaginative solutions.

- a) Students know and use a deliberate design process for generating ideas, testing theories, creating innovative artifacts, or solving authentic problems.*
- b) Students select and use digital tools to plan and manage a design process that considers design constraints and calculated risks.*
- c) Students develop, test, and refine prototypes as part of a cyclical design process.*
- d) Students exhibit a tolerance for ambiguity, perseverance, and the capacity to work with open-ended problems.*

**5. Computational Thinker-** Students develop and employ strategies for understanding and solving problems in ways that leverage the power of technological methods to develop and test solutions.

- a) Students formulate problem definitions suited for technology-assisted methods such as data analysis, abstract models, and algorithmic thinking in exploring and finding solutions.*
- b) Students collect data or identify relevant data sets, use digital tools to analyze them, and represent data in various ways to facilitate problem-solving and decision-making.*

*c) Students break problems into component parts, extract key information, and develop descriptive models to understand complex systems or facilitate problem-solving.*

*d) Students understand how automation works and use algorithmic thinking to develop a sequence of steps to create and test automated solutions.*

**6. Creative Communicator-** Students communicate clearly and express themselves creatively for a variety of purposes using platforms, tools, styles, formats, and digital media appropriate for their goals.

*a) Students choose the appropriate platforms and tools for meeting the desired objectives of their creation or communication.*

*b) Students create original works or responsibly repurpose or remix digital resources into new creations.*

*c) Students communicate complex ideas clearly and effectively by creating or using a variety of digital objects such as visualizations, models, or simulations.*

*d) Students publish or present content that customizes the message and medium for their intended audiences.*

**7. Global Collaborator-** Students use digital tools to broaden their perspectives and enrich their learning by collaborating with others and working effectively in teams locally and globally.

*a) Students use digital tools to connect with learners from a variety of backgrounds and cultures, engaging with them in ways that broaden mutual understanding and learning.*

*b) Students use collaborative technologies to work with others, including peers, experts, or community members, to examine issues and problems from multiple viewpoints.*

*c) Students contribute constructively to project teams, assuming various roles and responsibilities to work effectively toward a common goal.*

*d) Students explore local and global issues and use collaborative technologies to work with others to investigate solutions.*